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ABSTRACT

Over 1,100 published tests including over 5,400 subtests, keyed to educational objectives of secondary education, were evaluated by measurement experts and educators. The tests were evaluated specifically with the concerns of grades 11 and 12 in mind. Upon a test's or subtest's assignment to one of the educational objectives, it was subjected to an intensive evaluation according to the MEAN system. MEAN is an acronym reflecting the four critical areas of concern to test users: Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence. Thirteen of the 39 MEAN criteria deal with the empirical aspects of the test, mostly reliability and validity. Within any of the four evaluation categories, a letter grade, based on points assigned to each aspect of each criterion, was computed. Letter grades assigned were "G" (good), "F" (fair), and "P" (poor). Each test then earned four letter grades by the MEAN system serving as the Center's official evaluation of the test, example: Acme Reading Test (GFPP). Along with the test evaluations which are presented in tabular form, an index of objectives, an index of tests evaluated, and a list of publishers and distributors of the tests are included. (RC)

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CSE

Secondary

School Test

Evaluations:

Grades 11 and 12



ERIC
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CSE SECONDARY SCHOOL TEST EVALUATIONS:

Grades 11 and 12

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Table of Contents

Foreword	v
Introduction	vii
Educational Goals to which Tests May be Referenced	viii
Goals of Secondary Education	ix
The MEAN Evaluation System	xxvi
Implementation of the MEAN Evaluation System	xxxv
The MEAN Test Evaluations	xxxvii
Test Evaluations	1
Appendix A: Partial List of References Supporting the Secondary Goal Taxonomy	267
Appendix B: Publishers and Distributors of Evaluated Tests	273
Index A: Index of Goals	281
Index B: Index of Tests	285

List of Figures

Figure 1: Secondary Test MEAN Evaluation Form	xxxvi
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FOREWORD

The *CSE Secondary School Test Evaluations* is a product of the Evaluation Technologies Program of the Center for the Study of Evaluation (CSE). The major goal of the Evaluation Technologies Program is to increase the number of people who can conduct effective educational evaluations. Given the demand for evaluation such people are vitally needed in the schools today and the need seems to be constantly increasing. The Evaluation Technologies Program is meeting this need by developing evaluation technologies to be used by on-site personnel who are involved in or responsible for conducting evaluations or who use the resulting information, along with instructional packages for training these personnel to take over most evaluation functions. The thrust of the program, therefore, is toward the evaluation functions and needs of teachers, administrators, curriculum developers, special project staff, and members of state and federal education agencies.

The major products of the Evaluation Technologies Program fall under three major categories:

Special Topics: Special topics include those areas demanding intensive presentation or special resource material to improve the quality of evaluation. The three volumes in this test evaluation book fall under the category of special topics. Other related products in this category are the *CSE Elementary School Test Evaluations*, the *CSE-ECRC Preschool/Kindergarten Test Evaluations*, and the *CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills*. Information about these test evaluations is available on the back of the cover page to this volume.

Training Manuals: Manuals are self-instructional and provide prescriptive information on how various kinds of evaluation activities should be conducted for specific situations. In this category is the *CSE Elementary School Evaluation KIT: Needs Assessment*, published by Allyn and Bacon, Boston, Massachusetts. Other kits geared toward the specific evaluation problems of the elementary school principal are currently under development at the Center.

Training Modules: Each module contains a set of materials designed for workshops and study groups to provide information and training on *alternative* ways of performing evaluation functions to meet a variety of situations. *Evaluation Workshop I: An Orientation and Evaluation Workshop II: Needs Assessment*

are available from CTB/McGraw-Hill, Del Monte Research Park, Monterey, California. Workshops dealing with other aspects of evaluation are under development at the Center.

The Test Evaluation Series

The test evaluation series serves a useful purpose in an evaluation and provides a great deal of information not currently available. We view the major advantages of the series as (1) conciseness, which is not offered by other test reviews, thereby limiting their use for most educators; (2) currency, which again is not provided in other compendia but found only in scattered test reviews; (3) educational relevance, since all tests are evaluated against consensual educational objectives; (4) objectivity, since CSE is not engaged in commercial test publication; and (5) consistency, since a single set of standards is employed against which all tests are evaluated.

CSE Secondary School Test Evaluations

The overriding goal in CSE's development of this test evaluation book has been the provision of a resource for administrators and educators that will be easy to use and will prove helpful. The format of the three volumes of the *CSE Secondary School Test Evaluations* has been designed to be especially easy and meaningful for today's educator.

The test evaluations have been divided into three volumes (grades 7 and 8, grades 9 and 10, and grades 11 and 12) to enable better binding and packaging as well as for convenience in subsequent utilization. The tests, further, were evaluated with the concerns of these specific grades in mind. Each of the volumes contains an introduction describing in considerable detail the procedures used in the test evaluations. The main part of each volume consists of the test evaluations themselves; each test or subscale was evaluated on several criteria that educators have found critical in making test selections. Each volume also contains indexes of goal categories and test names and appendices listing publishers' addresses and some of the curricular resources that underlie many of the evaluative decisions.

If the user employs this book in the manner for which it has been designed, his procedure will be essentially as follows: through some form of needs assessment (dealt with in the *Elementary School Evaluation KIT: Needs Assessment and Evaluation*

tion Workshop II: Needs Assessment) or demand upon the education system it has become necessary or desirable to assess students' standings on some educational goal. (Notice that it is the goal that has come first, not the test. Test selection follows goal selection; until we know what goal we hope to attain we cannot intelligently select a test to measure its accomplishment.) Based upon the user's best interpretation of his goal, he consults the introduction to this or one of the other two volumes so that he can find the goal statement that most closely matches his need. When he has decided which of CSE's goal statements is most congruent with his own need, he then consults the Index of Goals for the grade level with which he is concerned. The index will lead him to the evaluation entries for all of the tests that are published and available that can be construed to measure that goal. The individual test evaluation entries will give the precise name of each instrument; the code for its respective publisher (full publisher names and addresses can be found in Appendix B), and ratings on each of the 39 evaluation criteria that were used in compiling the test evaluations. In addition, at the extreme right of each entry are summary ratings of "good," "fair," and "poor" for each of the four major evaluation factors. By scanning either the individual ratings or the summary ratings for each test within the goal area, the user can select one or several tests that seem most useful.

The next step will be to consult the Index of Tests to determine whether the test tentatively selected is a unitary instrument or is a subscale of some larger test battery or series. If the test is a unitary instrument, and the user wishes to make assessments only on the goal area in question, then selection of the particular test involves little more than choosing that test with the highest ratings (the more sophisticated user may wish to give special attention to certain particular rating criteria that are of importance to him, such as ease of scoring or the size of the testing group). If the potential tests are subscales of larger batteries the

decision is more complicated; the user must decide if it will be useful to assess student standing on the goals assessed by the remaining subtests of the battery, or what the tradeoffs are in selecting a number of subscales from different tests. The user will be concerned with maximizing useful information and in doing so at a reasonable cost. For each test, it is usually possible to write to the appropriate test publisher to obtain a specimen test at nominal cost in order to provide further data for making test-selection decisions.

For a given goal area selected, it is possible that none of the tests listed will provide a satisfactory assessment instrument. Should this occur, the user may consider such alternatives as examining the availability of published criterion-referenced tests, developing his own tests, contracting for the development of appropriate tests, or simply using the best tests available with their deficiencies known and made explicit.

This foreword has described the way CSE would like to have educators use these volumes and the usage for which the volumes have been planned and designed. There are, of course, other ways that educators will want to make use of them. Educators who have employed previous volumes of CSE's test evaluations have indicated that they offer a useful listing of the wide variety of tests available and provide enlightening ratings of tests already in use. For these reasons, the *CSE Secondary School Test Evaluations* contains an Index of Tests and an appendix listing publishers and distributors of tests. In the case of the user who believes that how he measures is more important than what he measures, he can enter these volumes to look up specifically those tests he has already prechosen.

As these volumes are used and their value accepted, we at CSE believe that the user will come to adopt our philosophy—goal first, measure second.

Marvin C. Alkin
Director

INTRODUCTION

Over the last several decades published tests have maintained a large if not important role in the education of American youth. The large scale use of tests began with, and still is based upon, a counseling-guidance concern for helping young people make the important decisions necessary to their futures. In addition, the tests appeared to be useful in the selecting and screening of those students who presumably would profit from continued education. Today, the continued use of tests in our secondary-school programs is largely motivated by those same needs. In addition, the relatively new need for what is called "accountability" has been added to the press for continued and increased testing.

During the 1960's, as systems approaches and accountability procedures began making inroads from the military and some business sectors into other social institutions, the need for tests was seen in a broader light. Not only should testing devices be useful for the counseling and screening of students, but they should also offer decisive information on the status of the educational system as an institution. This was particularly the case when agencies outside the school building, whether district, state, or federal, provided funding or support for specific educational programs that were intended to yield specific educational outcomes. In an effort to avoid throwing good money after bad, these agencies became more and more interested in some sort of demonstration or proof that planned goals were being reached. When the accountability needs became clear it also became clear that the testing instruments available were not up to the task. The notion of education by objectives and referencing tests to objectives, long a part of the educational literature, became the foundation for the approach that could meet this new emphasis.

Today we are seeing what was once called a unitary need of educational accountability become a multi-faceted need. The payer of the fiddler is not only calling for specific student outcomes, but is also interested in knowing what caused the outcomes. In order to investigate causes, the accountability systems have expanded to include the documentation and the demonstration of the effects of various educational programs and the recording of the progress and processes of the programs, in addition to their final outcomes. Each facet of this need for accountability makes different measurement demands, and for that reason, calls for a different set of measurement devices. These devices are not only different from each other, but are also considerably

different from the instruments that served (or failed to serve) last decade's educators. We are now witnessing increased awareness of and interest in measures that depend upon observations, planned interactions, and unobtrusive archival records.

All this has not diminished the importance of measuring student achievement. Its importance is still central to educational accountability, and is likely to remain so. But the new measurement demands have brought about a radical change in the complexity of tests used at the secondary level. In addition to the tests of verbal-quantitative "thinking," of vocational interests, and of "intelligence," there is a whole new arsenal, still not sufficient to meet the needs of educational accountability, of instruments much more closely aligned to the specific educational goals on which educators are focusing their efforts.

Any reader who compares a ten-year old test catalog with one of today can see this change: the *educational use* of tests for *educational purposes* has grown immensely. Many would say, however, that it has not grown enough. Not that educators should use more tests, necessarily, but that they should use tests that are educationally better. "Better" tests would be referenced to educational goals, with the subsequent test development and analysis subordinated to that referencing. While few educators would disclaim the need for such tests, it is the case that, for various reasons, this well-referenced arsenal of tests does not yet exist. But the accountability demands do exist and must be met. It would seem that the best way to meet accountability demands would be to employ the best tests in the most goal-referenced way possible. This book is designed to enable educators to do just that. It is a catalog of all available tests for the secondary level, each of which has been assigned to a specific educational goal and then evaluated along several critical dimensions. Through the use of this book the educator can do an after-the-fact referencing of tests to program goals and then can select instruments that have the qualities he most values.

But what are the qualities by which a test should be valued or chosen? Careful consideration of the purposes to be served by the measuring instrument will identify qualities over and above those generally considered in introductory texts of educational measurement. For purposes of discussion we have divided those qualities into four major categories: Measurement Validity,

Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence.

If the test user is concerned with measurement validity, he is primarily concerned with *what* the test is measuring. This concern is a direct consequence of the need to reference the test to some specified educational goal. It is no longer satisfactory for a test publisher to state that the test measures a goal of education; he must specify the goal, its limitations and extensions, and its manifestations in terms of behaviors to be learned. Then the publisher should present some documentation that his claims are in fact supported.

We can get documentation about different aspects of a test's goal-referenced nature by a listing and categorization of the items into specific objectives, by a matching of items to implicit objectives of curriculum materials, by judgments of teachers and curriculum experts that the stated goals are being addressed, or by empirical evidence in the form that textbooks refer to as validity. All of these approaches can provide legitimate support for the publisher's view of the meaning of a test.

An equally important consideration as the *what* of a test is the *who*. Not only must we be concerned with the target population to be measured by the instrument, but we must also be concerned that the test has been developed with the limitations and capabilities of that population in mind. At the secondary level such questions include whether or not the test items and content are too difficult or too simple for the examinees, whether the test honestly presents itself for what it is and does not trick the examinees, and whether the instructions really request what will count in the test's scoring. These might all be called "examinees' rights," the violation of which might result in apathy, antagonism, or alienation.

The *how* question is concerned with requirements for administering, scoring, and interpreting the test. Large-scale accountability efforts are usually matched by equally large-scale testing programs. School systems can hardly be expected to pay for testing programs that will demand time, money, and personnel not already available at the school site. Issues such as the number of students that can be simultaneously tested, costs of testing hardware, need for complicated or expensive scoring, and usability of interpretations are the important issues in this category.

Last, and probably least, of the educator's concerns in selecting and evaluating tests are the technical measurement aspects. Although these aspects are least understood by educators, and

may very likely be of least value to him, it is these very aspects that are the focus of most of the reviews and summaries of educational tests that exist in today's journals and test reviews.

So far, the reader can see that we have set up four main categories of criteria on which we feel tests should be evaluated and selected. The remainder of this introduction will address those criteria more carefully and completely, so that the reader will understand just how we arrived at the test evaluations that comprise the major portion of this book.

Educational Goals to which Tests May Be Referenced

The notion of evaluation, like the notion of judgment, always carries with it the implicit or explicit establishment of criteria of goal satisfaction. One cannot, therefore, judge how well a test measures, without knowing what it is measuring and without some standard of the goodness of possible measurement. The establishment of some universal set of "whats," or educational goals, as we shall call them, puts one in the center of a long and hotly-disputed philosophical argument.

Aside from the issue of who establishes the goals of education, there is the problem of how the goals are developed and even phrased. Their phrasing and position within the universe of educational phenomena are highly, but usually clandestinely, dependent upon an underlying philosophy of education and how that universe is or should be organized. In this book, in order to set some sort of universe of goals for education, we have concentrated upon what are called student or learner outcomes on the assumption that such learned outcomes are the real ends, and not the means, of education. For the most part, the goals are not phrased as behavioral objectives, as behavioral objectives are not necessary to the activity of categorizing already existing tests, whereas they are an important asset in constructing a test. The range and scope of outcomes that are expected of students in all types of secondary education are numerous, however. Under these circumstances, it was necessary to categorize those outcomes so as to minimize redundancy without sacrificing completeness.

Our procedures and surely not the only route that we could have taken, was to divide secondary education into its current major disciplines. We decided upon sixteen major discipline areas which we thought would cover most of the outcomes that are expected of secondary students throughout the country and would also induce the least amount of confusion as to where any

one goal might be found. These major categories, in alphabetical order, are: arts and crafts, driver and traffic safety, English language arts, foreign language, health and safety, home economics, industrial arts, intellectual skills, mathematics, music, personality characteristics, philosophy and religion, physical education, science, social studies, and vocational/career education. It will be seen that these major categories are the organizing elements of the test evaluations that follow in this book.

It will be clear to most educators and people interested in the philosophical issues of goal setting and curriculum development that our categorization scheme is rather arbitrary, and indeed a bit old-fashioned. While the subject-matter or content organization of education is not in vogue today, it seemed to be the most reasonable way to make a systematically consistent division of educational outcomes. This division is one that everyone could understand, even if they did not endorse it.

The specific elements of our major classifying system are also rather arbitrary. Deciding what to name a category and what goals it would and would not include was a difficult and painful task. As an example, consider the category of vocational education. Should we have called this "career education"? Then what would we do with vocational education that did not fit into present notions of careers? Or what would we do with industrial arts or home economics goals? Asking another question, should vocational education be considered in terms of specific types of vocations or careers or should it be considered in terms of the common elements in all or many of the vocations? Should intellectual and personality characteristics be in the vocational education category or should they be in the categories of intellectual skills and personality characteristics? or both? or a little in each?

Through discussion within the team, developing the goal system and in conferences with local and national experts in secondary education and curriculum, decisions were made that we feel will enable the user of this book to most easily and efficiently find the goal for which he is looking. The results of this deliberation are listed and described below.

GOALS OF SECONDARY EDUCATION

ARTS AND CRAFTS

1. KNOWLEDGE OF ARTS AND CRAFTS

A. Nature and Scope of Art

Understands what art is and why it is important. Is familiar

with important issues in art and the attempted resolution of those issues. Is aware of the relationships of art to other disciplines.

B. Art Materials and Techniques

Is familiar with the various types of art, such as oils, watercolors, ceramics, photography, architecture, sculpture, interior decoration, product design, technical illustration, and fashion. Knows how to use various techniques to produce art.

C. Art Composition and Style

Is familiar with various aspects of art, composition, such as perspective, balance, movement, harmony, contrast, and use of color. Is acquainted with various styles of art in each medium.

D. Works of Art

Is acquainted with historical and contemporary art, major artists, styles, and periods, in this culture and in other cultures.

E. Analysis of Art and Craft Products

Identifies and describes the uses of form and color and various aspects of composition employed in works of art. Identifies and describes the style or period, and the subject matter and theme of works of art.

2. PRODUCTION OF ART AND CRAFT WORKS

A. Mechanical and Hand Skills in Art

Demonstrates mastery of the mechanical and hand skills required to produce works of art (e.g., painting, weaving, sculpting, modeling, and photo developing).

B. Compositional and Style Skills in Art

Demonstrates mastery of the compositional skills required to produce works of art. Effectively uses particular styles in the production of art works.

C. Subject Matter Skills in Art

Demonstrates creativity in the choice and representation of a subject in works of art.

3. RESPONSE TO ARTS AND CRAFTS

A. Personal Response to Arts and Crafts

Responds emotionally to works of art. Appreciates and respects creativity and craftsmanship in art. Produces art in leisure time, collects art, visits museums, joins art societies, employs artistic principles to improve own environment.

- B. Judgmental Response to Art
Analyzes and criticizes the merits of a work of art, and justifies own judgment. Enjoys discussions of art criticism and reading about art criticism.

DRIVER AND TRAFFIC SAFETY

4. FUNDAMENTALS OF SAFE DRIVING

- A. Driver Responsibilities
Understands the factors involved in safe driving (conditions of the driver, vehicle, road, and traffic). Recognizes the skills necessary to safe driving and tries to master them. Respects the necessity of observing traffic regulations, demonstrating courtesy, remaining constantly attentive, and maintaining self-control while driving.
- B. Motor Vehicle Laws and Rules of the Road
Understands the criteria to be met for licensing. Knows signals for turning and stopping. Knows how to respond to traffic signs, signals, and road markings. Knows rules governing speed, right of way, and vehicle fitness. Understands a driver's financial responsibilities in the event of an accident.
- C. Basic Driving Skills
Understands the functions of car instruments and gauges and uses them properly. Can properly operate the car. Signals and observes all routine rules. Can plan trips, read maps, locate addresses, and keep a sense of direction. Takes situations into account in adjusting speed, separation from other cars, braking, and cornering. Drives defensively, with courtesy and attentiveness.
- D. Auto Accident Prevention
Understands the medical, economic, social, and legal implications of accidents. Knows the major causes of accidents and how to avoid them. Knows the value of safety devices. Understands how to correct or prevent hazardous equipment faults. Understands the adjustments necessary when driving in mountain and desert areas. Knows what to do in emergencies.
- E. Procedure in the Event of Auto Accident
Knows what defensive and protective actions to take when an accident can be foreseen. Can administer basic first aid to accident victims. Knows how to obtain police and medical assistance. Understands accident reporting procedures.

5. FUNDAMENTALS OF MOTOR VEHICLE PURCHASE AND MAINTENANCE

- A. Motor Vehicle Maintenance and Repair
Knows function of major automotive systems. Understands the importance of following owner's manual. Knows a car's major maintenance points and understands the importance of regular maintenance. Understands means of minimizing wear of auto parts and ways of conserving gas and oil. Can handle simple mechanical emergencies.
- B. Economics of Motor Vehicle Purchase
Can compute costs of vehicle purchase and operation. Knows how to select a reliable and economical car. Understands the legal points of insurance and financial responsibility. Understands the basics of contracts involved in purchasing, financing, and insuring a vehicle and knows ways of arranging these securely and economically.

ENGLISH LANGUAGE ARTS

6. DEVELOPMENTAL READING

- A. Reading Comprehension Skills
Identifies the main idea and important details; determines the meaning of words from the way they are used; applies the reading technique appropriate to the subject matter. Draws inferences from material read.
- B. Research and Study Skills
Can locate reference materials and information sources. Understands and knows the purpose of study assignments. Knows the steps involved in writing a research paper. Writes well-organized notes. Writes summaries of reading selections. Reads and understands directions. Knows the importance of having adequate light, table space, privacy and appropriate materials for studying.
- C. Vocabulary Development and Spelling
Knows the meaning of prefixes and suffixes. Knows the process by which words are located in the dictionary. Knows the different levels of meaning for a number of words. Spells words correctly and knows the rules of spelling.
7. SPEECH, DRAMA, AND ORAL PRESENTATION
- A. Organization of Ideas for Oral Presentation
Knows the purpose and prepares an outline before writing a

speech or stage script. Maintains notes on plays seen and read, book reviews and articles on biographies, plays, television and radio programs, and films.

B. Types of Speeches and Drama

Knows how to give different kinds of speeches and various forms of public and/or private speaking used in debate, discussion and interview; and the production and direction of and performance in drama, films, radio, and television programs.

C. Mechanics of Oral Presentation

Knows the process by which the sounds of language are produced. Pronounces words correctly. Controls voice power, pitch, and tone. Establishes good eye contact with the audience. Displays good posture. Makes effective use of gestures. Knows the differences between usage and dialect. Uses the level of usage appropriate to the purpose.

D. Listening Habits

Knows the difference between hearing and listening. Knows the responsibilities of the listener. Identifies the main ideas, the important details, and the conclusion of a speech. Identifies speech defects or poor habits of the speaker.

8. GRAMMAR

A. Parts of Speech

Defines and gives examples of the eight parts of speech. Knows the purpose and relationship of the parts of speech to one another in a sentence. Detects improper use of the parts of speech.

B. Grammar of Sentences

Knows definitions and functions of sentences and parts of sentences. Identifies and correctly writes the different types of sentences, phrases, and clauses. Detects grammatically incorrect sentences, phrases, and clauses. Diagrams sentences correctly, and uses correct capitalization and punctuation.

9. WRITING SKILLS

A. Organization of Ideas for Writing

Translates own ideas into language; classifies, associates, and compares ideas; analyzes or identifies conditions. Writes outlines that group related ideas together and arranges the groups in logical order.

B. Sentence and Paragraph Development

Uses proper coordination and correct agreement. Avoids writing choppy, incomplete, and run-on sentences. Develops paragraphs by explaining topic sentences. Writes paragraphs that present a clear purpose or point of view. Recognizes poorly developed sentences and paragraphs.

C. Style

Employs natural and simple expression; various devices of style, exact emphasis, colorful word usage, and figures of speech. Uses a variety of sentence patterns. Avoids wordiness, unnecessary detail, and useless repetition. Recognizes ineffective style.

D. Mechanics of Writing

Exhibits legible handwriting, adequate margins and spacing, proper labeling and placement of headings, correct expression of numbers and figures, and correct abbreviations. Recognizes writing that is mechanically poor.

E. Formal Writing

Demonstrates ability to write each of the different types of essays and briefs.

F. Personal Writing

Writes business, friendly, and formal letters using appropriate headings, inside addresses, greetings, closings and signatures. Writes a personal autobiography that is brief and accurate.

G. Creative Writing

Writes poetry that conforms to accepted conventions of poetry; stories that are compact, produce a single effect, have a limited time and setting, and have rapid movement. Writes newspaper articles that exhibit conflict, social significance, the unusual, adventure, and amusement.

10. FORMS OF LITERATURE

A. Knowledge and Understanding of Literature

Identifies the important elements of biography, autobiography, tragedy, comedy, plays, short story, novel, newspapers, and other forms of literature. Understands dramatic form, use of language, and themes of prominent authors. Knows the type of information available through each form of literature.

B. Sources of Literature

Is aware of, reads, and has plans to read American, English, world, national, and ethnic literature. Identifies authors and

their works, characters and plots; types of literature, and literary periods.

11. ANALYSIS AND EVALUATION OF LITERATURE

A. Analysis of Plot and Theme

Explains the main action and sub-actions, conflicts between characters, and between characters and their environment, meaning of the theme, and writer's point of view. Describes the characters, identifies their roles, and understands their traits and emotions.

B. Analysis of the Structure of Literary Works

Describes the development, arrangement of parts, and mode of presentation. Explains the meaning of figures of speech in poetry and other forms of literature, and the use and significance of specific details.

C. Evaluation of Literature

Judges the mechanical aspects of literature and their contribution to the unity and structure of literary works. Criticizes dialogue of dramatic works, and the author's point of view. Judges the credibility of the theme, characters, setting, and the social, historical, and biographical references.

D. Appreciation of Literature

Shows interest in and discusses the lives of famous authors. Shows appreciation for and interest in drama by attending plays and participating in school plays. Shows interest in essays by discussing the values and ideals of literary figures. Enjoys reading short stories, novels, and poems.

FOREIGN LANGUAGE

12. KNOWLEDGE OF THE ELEMENTS OF A FOREIGN LANGUAGE

A. Foreign Language Writing System

Copies written materials accurately. Accurately transcribes simple utterances. Rapidly locates dictionary entries. Uses punctuation and special markings appropriately.

B. Foreign Language Phonetics

Discriminates important sound features. Repeats simple utterances accurately and identifies sign-sound relationships.

C. Foreign Language Vocabulary

Provides appropriate equivalents to given words and phrases. Provides words or phrases appropriate to a given context.

D. Foreign Language Grammar

Knows grammatical rules. Performs pattern drills and simple manipulation of syntax. Completes messages with appropriate forms of nouns, verbs, and other words.

13. MASTERY OF FOREIGN LANGUAGE TECHNIQUE

A. Foreign Language Reading Ability

Responds correctly to questions based on the content of readings. Follows written directions. Provides English equivalents to written passages. Understands the plot of a story, the topic of a poem, and can summarize the content of readings. Approaches native ability in reading speed and comprehension.

B. Foreign Language Listening Comprehension

Transcribes spoken messages accurately and follows spoken instructions precisely. Provides comprehensive English equivalents to spoken messages and paraphrases spoken messages. Approaches native ability in perception and comprehension of the spoken language.

C. Foreign Language Writing Ability

Produces comprehensive equivalents to given English messages. Writes with expression. Approaches native ability in style, facility, command of idiom, and accuracy in writing.

D. Foreign Language Speaking Ability

Repeats spoken phrases precisely. Provides appropriate oral responses to given messages. Produces comprehensive spoken equivalents to given English messages. Speaks with expression. Approaches a native speaker in colloquial facility, style, command of idiom, and accuracy.

14. INSIGHT INTO A FOREIGN CULTURE

A. Literature of a Foreign Culture

Identifies authors and their works, types of literature, and literary periods. Explains the characters, plots and themes of notable works. Relates literature and other writings to their cultural contexts. Evaluates the merits of a communication according to specific criteria.

B. Social-Historical Features of a Foreign Culture

Knows history, politics, geography, economy, social structure, and folkways of the culture. Acquires tolerance and apprecia-

tion of differences in the values of different cultures. Identifies composers, artists, actors and filmmakers, and their works. Is familiar with prominent folk arts.

15. ASSIMILATION OF FOREIGN LANGUAGE AND CULTURE

A. Interest in Learning and Using a Foreign Language

Enjoys and contributes to class activities and desires to converse with native speakers and to read native works. Attends native language films. Writes in the language to native correspondents and speaks the language with others outside of class. Reads native literary works, newspapers, or magazines for pleasure.

B. Interest in Learning About and Involvement in a Foreign Culture

Enjoys exposure to native music, film, art, and literature. Collects art and music of the culture. Seeks contact with local representatives of the culture or travels to the native land. Can function in the culture in a manner consistent with native ways.

HEALTH AND SAFETY

16. PHYSICAL AND MENTAL HEALTH

A. Personal Health

Cares for teeth, skin, nails, and hair, and selects clothing with regard to health. Understands the value of good grooming and proper health habits. Understands structure and care of sense organs. Understands importance of periodic medical exams and of securing professional services in medical treatment.

B. Nutrition

Knows what makes a balanced diet, the seven food components and their relationship to health. Knows how to control weight and the problems of and reasons for overweight and underweight. Knows about food supplements and preservatives, food production, storage, sanitation, and preparation.

C. Personality Development

Understands own personality, needs and abilities, and problems of adjustment and ways to solve them. Accepts different personalities and gets along well with others. Understands the biological and environmental factors that influence mental health. Develops a sense of responsibility for own behavior.

17. HABIT FORMING SUBSTANCES AND THEIR USE

A. Smoking and Tobacco

Understands the physical effects of tobacco and knows reasons why people smoke. Understands the relationship between smoking and lung cancer, heart disease, and life expectancy. Is familiar with recent research and recommendations of health authorities regarding the effects of smoking.

B. Alcohol and Alcoholism

Understands the physical, mental, and social effects of alcohol. Knows the current kinds of treatment for the alcoholic.

C. Drug Use and Abuse

Knows the beneficial and medicinal effects of some drugs and the harmful effects of others. Understands the physical, mental, and social effects of narcotics. Is familiar with narcotics laws. Knows the types of treatment for the addict. Understands the addiction-prone personality.

18. MARRIAGE, FAMILY, AND SEX EDUCATION

A. Sex Education

Knows the process of adolescence and the emotional problems of sexual growth and development. Understands human reproduction. Knows medical terms in reference to the body. Overcomes common worries and misconceptions about sex. Knows factors that influence sex drive.

B. Dating

Realizes the functions and the responsibilities of dating, going steady, courtship, and engagement. Develops personal standards of conduct and understands that relationships require social maturity and responsibility. Understands possible personal, social, and health hazards of sexual relationships.

C. Marriage and Family Life

Knows factors for selecting a suitable mate. Understands the social role of the family and changing roles of men and women. Knows how to instruct children about sex, growth, and development problems. Knows areas of adjustment necessary for a successful marriage and approaches for resolving marital conflicts. Understands family planning.

19. PUBLIC HEALTH

A. Community Health

Understands how to protect self and others against communi-

cable diseases and other environmental hazards. Knows and supports public health measures for the community. Is familiar with current and pending health laws and programs. Understands value of a clean and healthful environment.

B. Diseases

Understands the cause, treatment, and prevention of the major communicable and noncommunicable diseases. Understands immunity to disease. Understands the effects of venereal diseases on the individual and the community.

C. Consumer Health

Is critical of food and drug advertising claims. Reads labels critically before buying a product. Knows the danger of self-diagnosis, self-medication, and quackery. Can choose a doctor and knows when to call him. Knows the professional standards of health specialists and ways of paying for and obtaining health services.

20. SAFETY EDUCATION

A. Safety and Accidents

Knows household safety measures. Knows hazards and safety measures for drowning, fires, firearms, falls, burns, poisons, and recognizes poisonous plants and animals. Participates in safety programs and knows regulations for safety, their importance, and the consequences of violation.

B. First Aid

Understands the need for first aid and the proper transportation of an injured person. Understands the procedures for emergency care and knows legal problems of administering emergency care. Can apply principles of first aid and could qualify for the standard certificate.

HOME ECONOMICS

21. HOME AND FAMILY MANAGEMENT

A. Family Relations

Understands roles and conflicts in family living. Knows laws and legal responsibilities relating to families and knows the authority structure of the family in our society.

B. Home Nursing and Child Care

Can assist in the care of others in the home. Knows care of mother and baby both before and after birth. Can provide safe care for and meet needs of children. Knows about child welfare

laws and agencies that protect and care for children. Can properly select a babysitter.

C. Home Management

Understands how the organization of time, activities, and property contributes to the achievement of family goals. Knows how to provide for family security and how families and individuals use income wisely.

D. Consumer Economics

Knows how to shop wisely. Is acquainted with sources that help consumers. Knows advantages and disadvantages of different types of payment plans. Can wisely select, buy, and store foods.

E. Housing

Recognizes different housing needs among families. Understands the relationship of use and care to the appearance and safety of the home, and to the cost of upkeep. Knows principles of purchasing and financing housing, home furnishings, and equipment.

F. Furnishing

Knows how to make a home comfortable, convenient, and attractive. Develops interior creative abilities. Understands how need, personal preferences, and design influence home planning. Knows of new products and inventions in interior design.

22. FOOD AND MEAL PREPARATION

A. Food Preparation

Reads and interprets recipes. Properly uses and cares for cooking utensils and equipment. Understands measures. Understands role of the homemaker as a food manager. Knows about eating habits and preferences, and plans nutritional meals.

B. Meal Serving

Can set the table for various kinds of meals. Knows and practices table etiquette. Serves meals in appetizing and interesting ways.

23. CLOTHING AND TEXTILES

A. Clothing and Textile Selection

Selects personally suitable fabrics and garments in terms of style, color, and design. Knows about yard goods, clothing labels, and wise shopping techniques. Understands how fashion

Persons develop and what current fashions are. Applies principles of wardrobe planning.

B. Sewing and Clothing Construction

Can select, use, and care for sewing equipment. Understands and practices safety procedures in use of sewing equipment. Becomes skilled in hand and machine sewing. Appreciates the value of, and enjoys sewing.

C. Care of Clothing

Wisely cares for clothing and understands the importance of proper care. Knows laundry principles and procedures, and use and care of laundry equipment. Understands dry cleaning procedures. Becomes skilled in ironing.

INDUSTRIAL ARTS

24. INDUSTRIAL ARTS AND PRACTICES

A. Industrial Shop Safety

Knows safety procedures for various machines and tools. Understands need for proper conduct and proper dress in industrial arts laboratory. Properly uses hand-tools, and hand power tools, and powered equipment.

B. Drafting (non-vocational)

Performs mechanical, industrial, and architectural drawing. Reads drawings and blueprints and visualizes relationships between objects and working drawings. Understands building codes. Knows occupational opportunities in drafting and mechanical drawing.

C. Woodworking (non-vocational)

Knows characteristics, sources, and uses of various woods. Properly handles rough and finished wood stock. Applies techniques of assembly and wood finishing. Cares properly for wood and wood products. Knows occupational opportunities in wood working.

D. Metals and Machines (non-vocational)

Understands uses of different metals and works with various metals. Performs gas and electric welding operations. Understands operation and use of shop equipment. Understands basic sources of power and their uses. Maintains and repairs power units and tools. Knows occupational opportunities in metals and machines.

E. Electricity and Electronics (non-vocational)

Maintains and repairs electronic equipment. Knows theory of electricity and electronics. Reads wiring diagrams and does wiring. Tests and measures electrical circuits. Knows occupational opportunities in electricity and electronics.

F. Graphics (non-vocational)

Identifies printing type forms. Performs hand and mechanized composition. Does stencil cutting and block printing. Knows basic processes of book binding. Selects photographic equipment and materials to create special effects. Knows occupational opportunities in graphics.

G. Auto Mechanics (non-vocational)

Performs adjustments and repairs on automobiles. Understands the function of the various units of the automobile. Knows the occupational opportunities in auto mechanics.

INTELLECTUAL SKILLS

25. UNDERSTANDING

A. Comprehension and Production of Information

Has a broad vocabulary. Produces needed information and abstract ideas. Describes pictures or sounds and illustrates ideas with other ideas.

B. Integration of Information

Summarizes information by combining the essential parts into a meaningful total idea. Identifies major ideas, and recognizes the logic or connections among ideas in communication. Rearranges or reorders ideas in order to grasp the meaning.

26. MEMORY

A. Rote Memory

Recalls items of information that have no meaningful connection with each other or with situations, such as names, dates, addresses, or lists.

B. Meaningful Memory

Recalls items of information that fit together in some meaningful way, such as stories, peoples' characteristics and life situations. Recalls articles read and can contribute the information recalled.

27. SYSTEMATIC REASONING

A. Deductive Reasoning

Applies rules or principles in order to arrive at answers or

MATHEMATICS

solutions. Determines which rules of thinking are appropriate for a given problem. Explains given information in terms of known rules or principles. Uses thinking rules and principles to solve simple and complex problems.

B. Inductive Reasoning

Reasons from particular facts or individual cases in order to reach a rule or general principle. Discovers complex relationships and patterns. Formulates logical rules that account for facts. Makes generalizations that summarize information and can be applied to new situations.

28. CREATIVITY

A. Ingenuity

Generates information that is original. Creates novel and clever ideas. Invents new methods and generates new and uncommon procedures for dealing with problems. Adapts known methods to new situations.

B. Flexibility

Does not think in ruts, but shifts the direction of thinking. Redefines problems and is aware of deficiencies and inconsistencies. Recognizes the identity of an idea as seen from different viewpoints. Transfers approaches to new problems and considers various points of view to problems.

C. Elaboration

Fluently thinks of many specific details for stories, ideas, or objects. Finds a variety of solutions to problems.

29. EVALUATION

A. Logical Judgment

Applies logic. Makes judgments, in terms of the consistency of the arguments, the relations among assumptions, evidence, and conclusions. Shows sensitivity to errors of judgment. Recognizes the values and points of view used in particular judgments.

B. Social Judgment

Understands and responds appropriately in social situations requiring discrimination, comparison, sensitivity, and judgment. "Common sense." Distinguishes between means and ends in selecting a solution to a social problem. Distinguishes fact, values, and opinion. Can appraise the adequacy of behavior in social situations.

30. GENERAL MATHEMATICS

A. Arithmetic

Knowledge of the language of arithmetic. Skill in solving problems involving whole numbers, fractions, decimals, and proportions, using addition, subtraction, multiplication, and division. Ability to approximate answers to problems and to solve word problems.

B. Number Concepts, Systems, and Sets

Understands the concepts of the number line and order relationships. Ability to use the number line and find factors and prime factors. Knowledge of the decimal system and other (e.g., Roman) number systems. Understanding of expanded and scientific number notation, of number rounding, of other-base numeration and modular arithmetic. Understanding the concepts, symbols, and notations of sets. The ability to work with sets and interpret Venn diagrams.

C. Measurement

Ability to compute areas and volumes of figures. Familiarity with units of measurement in the English and metric systems and ability to convert among units and systems. Understanding of the approximate nature of measurement, error, and significant digits.

31. APPLIED MATHEMATICS

A. Business and Consumer Mathematics

Understanding of and ability to apply mathematics to problems in borrowing, lending, interest, investing, insurance, taxes, wages, commissions, cost/profit relations, and retail purchasing. Knowledge of the mathematics of banking, basic accounting, installment buying, real estate purchasing, and home finance. Skill in the use of calculators in business and home application.

B. Industrial and Vocational Mathematics

Facility in the use of computational and measurement devices such as slide rules, calculators, or math tables. Ability to apply mathematics to industrial problems in engineering, surveying, and carpentry.

C. Computer Programming

Knowledge of programming languages and skill in applying

the language in meaningful programs. Skill in the solution of linear equations and problem solving. Ability to set up flow charts, use of subroutines, library functions and algorithms.

D. Computer Theory and Practice

Knowledge of the historical development of computers, the logical structure of computers, operations and components of computer machinery, and a grasp of the strengths and weaknesses of computer technology. Ability to keypunch computer cards and operate computers and related machinery. A familiarity with data processing systems and routines.

32. ALGEBRA

A. Algebraic Skills and Concepts

Understanding of symbolic representations of numbers, the use of variables as placeholders, and the language of algebra. Ability to use notational conventions. Ability to transform expressions and to graph points on the number line. Understanding of the laws of operations and the use of line segments and areas to represent numbers.

B. Real and Complex Number Systems

Understands the properties and rationale of the rational number system. Understands and can operate with positive and negative numbers and absolute values. Understands irrational numbers, the field properties of real numbers and the nature and operation of complex numbers.

C. Equations and Inequalities

Understanding of different types of mathematical sentences. Knowledge of the properties and characteristics of linear and quadratic equations. Ability to solve problems involving the setting up of equations or inequalities.

D. Exponents, Radicals, Logarithms, and Functions

Ability to find the roots of numbers and to work with exponents. Understanding of logarithms and ability to use them. Ability to use logarithmic tables and the slide rule. Understanding of linear and quadratic functions and their graphs. Familiarity with linearity, axes, and intercepts. Ability to graph exponential and logarithmic functions and to understand the graphs.

E. Linear Algebra

Understanding of vectors and vector spaces. Ability to perform vector operations. Knowledge of matrix algebra and ability in matrix operations. Identifies types of matrices; evaluates deter-

minants; and uses them in the solution of systems of linear equations. Understanding of linear transformations and their matrix representations.

33. GEOMETRY

A. Informal Geometry

Recognizes and classifies geometric figures. Understanding of relationships among figures and ability to compute perimeters, areas, and volumes. Skill in the drawing of two- and three-dimensional figures. Ability to solve problems involving geometry. Knowledge of geometric symbols and the historical development of geometry. Awareness of the existence of non-Euclidean geometries.

B. The Nature of Proof in Mathematics

Understanding of concepts of defined and undefined terms, assumptions, axioms, postulates, hypotheses, conclusion, and proof. Ability to identify and construct conjunctions, disjunctions, and conditional sentences, their inverses, converses, contrapositives, and negations. Ability to construct truth tables and find truth values. Understanding of the various methods of proof and the rules of inference.

C. Euclidean Plane Geometry

Understanding of the definitions, axioms, and theorems of Euclidean plane geometry. Ability to apply it to the solution of numerical or verbal problems. Ability to use definitions, axioms, and previously proved theorems, along with appropriate methods of proof, to construct a valid proof of a theorem or statement.

D. Coordinate Plane Geometry

Understanding of the relationship between the Euclidean plane and the Cartesian plane and ordered pairs of real numbers. Ability to apply the definitions, formulas, and theorems of coordinate geometry to the solution of problems. Ability to construct a valid proof of geometric theorems or statements using the methods of coordinate geometry.

E. Solid Geometry

Understanding of the definitions, axioms, formulas and theorems of Euclidean solid geometry and three-dimensional coordinate geometry. Understanding of the relationships between the two solid geometries.

34. TRIGONOMETRY

A. Trigonometric Ratios

Knowledge of numerical values of ratios for special angles without the use of tables. Ability to apply reduction formulas for angles greater than 90° and for negative angles. Ability to solve right or oblique triangles and to solve problems of surveying or navigation that involve the use of the trigonometry of triangles.

B. Coordinate Trigonometry

Ability to convert vectors between rectangular and polar representations and find the components, magnitudes, and direction angles for a vector. Understanding of the resolution and composition of vectors and their relationship to complex numbers. Ability to represent complex numbers in polar or rectangular form.

C. Trigonometric Formulas and Identities

Understanding of and ability to use or manipulate the law of sines, law of cosines, deMoivre's formula, trigonometric area formulas, addition and double angle formulas, and trigonometric identities.

D. Trigonometric Circular Functions,

Ability to use radian measure and related formulas. Understanding of the circular functions for real numbers and ability to graph them. Understands relationships between the circular functions and trigonometric ratios. Ability to solve equations and evaluate expressions involving the circular functions.

35. PROBABILITY AND STATISTICS

A. Organizing and Presenting Statistical Data

Ability to construct and interpret statistical graphs and frequency tables. Ability to group data by intervals. Ability to construct and interpret frequency histograms and cumulative frequency polygons for grouped and ungrouped data.

B. Descriptive Statistics

Understanding of and ability to compute measures of central tendency and dispersion and relationship between variables. Understanding of the derivation and use of the least square line. Ability to interpret descriptive statistical measures in order to make valid statements about data.

C. Probability Concepts and Distributions

Ability to solve problems involving permutations and combinations. Understanding of the language of probability. Ability to compute probabilities of different kinds of events. Understanding of random variables, probability distributions, and

familiarity with common distributions. Knowledge of basic probability theorems.

D. Statistical Inference

Understanding of sampling techniques, standard errors, and confidence intervals. Understanding of concepts and terminology of hypothesis testing and ability to use tests of hypotheses correctly and efficiently. Knowledge of the properties of and the calculations for repeated trials experiments.

36. ADVANCED MATHEMATICS

A. Analysis and Elementary Functions

Knows and understands differential geometry of curves, Mean Value Theorem, variational and iterational methods.

B. Analytic Geometry

Knows and understands distance and slope. Solves problems dealing with polar and rectangular coordinates, equations and graphs, parametric equations, solid analytic geometry.

C. Calculus

Knows and understands indefinite sequences, series, integrals, the concepts of limit, maxima, and minima; and fundamental theorem of definite integrals. Solves problems dealing with the application of definite integrals, differential calculus, multivariate calculus, vector calculus, and numerical calculus.

MUSIC

37. KNOWLEDGE OF MUSIC

A. Nature and Scope of Music

Understands what music is and why it is important. Is familiar with important issues and attempted resolutions of these issues. Is aware of the relationships of music to other disciplines.

B. Elements and Media of Music

Is familiar with various characteristics of sound. Is familiar with the system of notation used to write music and with the various scales used in music.

C. Structure and Organization of Music

Knows the components of music (rhythm, melody, harmony) and how they are used to create various types of music. Is familiar with the principles of design used to create variety and unity in musical works. Is familiar with various musical

forms and their organization and combination in musical works.

D. Knowledge of Musical Works

Is acquainted with historical and contemporary music, major composers, styles and periods, in this culture and other cultures.

E. Analysis of Musical Works

Identifies and describes the medium in which music is performed and the various elements of which the work is composed. Identifies and describes the rhythm, melody, and harmony of musical works and how they are used to create a certain type of music. Identifies and describes the style and period of musical works.

38. PRODUCTION OF MUSIC

A. Vocal Performing Skills in Music

Demonstrates mastery of the vocal skills (breath and volume control, phrasing, diction) required to perform musical works.

B. Instrumental Performing Skills in Music

Demonstrates mastery of the instrumental skills (solo instruments, band, orchestra) required to perform musical works.

C. Compositional Skills in Music

Demonstrates mastery of the compositional skills required to create a musical work.

39. RESPONSE TO MUSIC

A. Personal Response to Music

Responds emotionally to musical works. Appreciates creativity and craftsmanship in the musical works of self and others. Produces music in leisure time, collects musical recordings, attends concerts, joins musical societies.

B. Judgmental Response to Music

Analyzes and criticizes the merits of musical works, and justifies own judgments. Enjoys discussions of readings that focus on the critical analysis of music.

PERSONALITY CHARACTERISTICS

40. TEMPERAMENT

A. Emotional Security

Is generally cheerful, composed, calm, realistic, confident, and optimistic. Can deal with tension, depression, and frustration when they occur.

B. Realistic Responsibility

Views the world realistically and handles life's problems rationally; but without sacrificing sensitivity, appreciativeness, and concern for feelings and ideals. Is conscientious, dependable, and neat; but remains spontaneous and does not insist on sticking to things that have lost their purposes.

C. Inquiring Boldness

Is energetic, ambitious, and adventurous, seeking new experiences and opportunities; not overly cautious, insecure, or lacking drive. Is interested in abstract ideas, examines tradition critically, and is tolerant of change and diversity. Is analytical, observant, resourceful, and inquiring; rather than rigid, overdeliberate, or thoughtlessly conforming.

D. Productive Self-Assertion

Takes the initiative in groups, acts in accordance with personal convictions, asserts own point of view but with consideration for the needs and attitudes of others. Is independent, self-assured; as opposed to being overly reserved and shy. Is cooperative and generally respectful of laws and rules; and resists conformity for the sake of conformity. Is not unreasonably rebellious or resentful of control.

E. Friendliness and Trust

Seeks and maintains close relations with others and desires social approval. Shows faith in others and participates trustingly in groups, but is not so naive or gullible as to fail to recognize human faults and the limits of good will. Is loyal to friends and not withdrawn into own self. Is not overly skeptical, mistrusting, or defensive.

F. Sensitivity and Concern

Is sensitive to other people's needs, interested in the reasons for their behavior, tries to put self into another's place before judging, and generally shows concern for the welfare of others. Is helpful, generous, unselfish, forgiving, and warmhearted; as opposed to being overly detached, aloof, or critical.

41. ATTITUDINAL FACTORS OF ACHIEVEMENT

A. Self-Concept

Sees self realistically, possesses a sense of personal worth and self esteem, and feels well-regarded by others. Has confidence

in self. Feels in command of own life and takes personal credit for own accomplishments. Does not feel that circumstances or other people completely control life and future.

B. Achievement Motivation

Undertakes challenges with optimism and persistence, and seeks opportunities to develop new talents. Is reasonably ambitious, persistent, and competitive, with a challenging level of aspiration.

C. School Orientation

Values and enjoys academic accomplishment, has a satisfying social life at school, and maintains positive relations with school authorities. Likes school subjects and learning, and generally enjoys and appreciates school.

42. SOCIAL BEHAVIOR

A. Interpersonal Relationships

Relates and interacts positively and constructively with others. Understands the intentions, motivations and roles of others and responds accordingly.

B. Social Behavior Skills

Knows and practices the rules of courtesy, manners, etiquette, and politeness. Is familiar with the social values and customs of own class and of other classes of people.

PHILOSOPHY AND RELIGION

43. PHILOSOPHY

A. Nature and Scope of Philosophy

Knows the background and historical development of philosophy. Knows important philosophers, basic concepts, and ideas of various philosophies. Can identify basic philosophical issues. Understands why these issues have become and remain important.

B. Personal Philosophy and Values

Develops a personal philosophy and attempts to live by it. Understands his own value system and that of his society. Knows how to examine his own value system. Knows and can use several methods of deciding about values.

44. RELIGION

A. World Religions

Is familiar with sacred and historical writings of various religions and their influence on beliefs and practices. Knows the beliefs and practices of various religions, their bases, and the effects they have on the spiritual, social, and economic lives of the believers.

B. Knowledge of Own Religion

Knows the sacred and historical writings of own religion, what they mean, and how they are variously interpreted. Knows beliefs of own religion and how they guide life. Can explain or justify beliefs and practices and can find original sources of them. Can compare own beliefs and practices with those of others.

C. Personal Acceptance and Belief in Religion

Has a firm religious faith, even though it may be in conflict with the convictions and ethical concepts of friends. Appreciates the importance of scriptural study in religious growth. Is willing to consider opportunities for full-time service to own religion.

D. Personal Religious Practices

Participates in the religious rituals, observances, and activities of own religion. Uses religious faith to help deal with doubts about the world and self. Seeks guidance from others of own religious faith in matters relating to life style.

PHYSICAL EDUCATION

45. PHYSICAL DEVELOPMENT AND WELL-BEING

A. Physical Growth and Development

Has a healthy body and physical well-being. Can meet extra demands on the muscular and respiratory systems without great discomfort, extreme fatigue, or danger to health. Understands and appreciates the need for good physical condition and posture. Works to achieve and maintain good physical condition.

B. Motor Skills, Movement, and Muscular Coordination

Has coordination, strength, endurance, vigor, flexibility, agility, balance and poise. Performs basic sport skills such as running, jumping, throwing and kicking. Exhibits a sense of timing and distance and an appropriate use of force in physical interaction with objects and other people.

46. SPORTS AND GAMES

A. Rules and Strategies of Sports and Games

Knows the vocabulary and concepts associated with sports and games. Understands and follows the rules and directions of sports, games, and team play. Uses the strategies of games and sports.

B. Skill in Sports and Games
Has skill in such sports as swimming, football, tennis, baseball, track, or basketball. Interacts well with other team members.

C. Physical Education Equipment
Knows how to use and maintain physical education equipment. Uses equipment properly and safely.

47. PERSONAL IMPACT OF PHYSICAL EDUCATION

A. Social and Psychological Impact of Physical Education
Directs anger and aggression into socially acceptable behavior. Demonstrates culturally approved patterns of personal behavior and personal relationships during participation in games, sports, and dance.

B. Group Activity and Sportsmanship
Is a good winner and a good loser. Has initiative, leadership, and the ability to be a good follower. Obeys the rules of the game. Is emotionally involved in the activity and has team spirit.

C. Interest and Independent Participation in Sports and Games
Participates in a variety of physical activities during leisure time. Analyzes own performance and tries to improve it.

SCIENCE

48. BIOLOGY

A. Nature, Origin, and Evolution of Life.
Knows the chemical and physical characteristics of living matter. Understands the structure, organization, and growth of living tissue. Compares the structure and functions of simple and complex forms of life. Knows of scientific explanations of origin and evolution of life. Understands the classification and naming of the forms of life.

B. Reproduction
Knows laws of genetics. Knows how knowledge of genetics and heredity has helped to explain the occurrence of physical traits and conditions. Knows the processes involved in sexual and asexual reproduction.

C. Plants
Knows and compares the major groups of plants and the important characteristics of each group. Understands plant growth and reproduction. Knows characteristics of protists and their effects.

D. Animals
Knows the major groups of invertebrate and vertebrate animals and their important characteristics. Compares the cellular, organ, muscle, and bone structures of the different groups of invertebrates and vertebrates.

E. The Biology of Man
Knows the organ, muscle, and bone structures of the human body and their functions. Compares the structures of the human body with other vertebrates. Knows the kind and amounts of food the human body needs. Understands the operation of the nervous, digestive, and other body systems.

F. Ecology
Knows and understands the relationship between all living things and their environments. Understands the kinds of changes that affect these relationships. Knows what kinds of plants and animals are found in different parts of the world and why.

49. CHEMISTRY

A. History, Theories, and Principles of Chemistry
Knows the history of the development of chemistry and the role of chemistry in other fields. Understands the explanations, principles, and laws dealing with chemical events.

B. Terminology, Symbols, and Element Families
Defines terms used in chemistry; knows names, symbols, and element families and their characteristics.

C. Atomic and Molecular Structure
Knows the parts of the atom and how they combine to form atoms; knows what molecules are and how they are formed by groups of atoms.

D. Chemical Reactions
Writes and balances reduction equations; understands chemical and nuclear reactions.

E. Carbon Compounds and Bio-Chemistry

Knows the structure, nomenclature, and characteristics of chemicals with carbon and hydrogen and other compounds that are organic (soap, wax, sugar, oil).

50. GENERAL SCIENCE

A. Geology

Knows the methods, instruments, and theories of geologists and geophysicists. Understands how the earth is measured. Knows geophysical properties of the earth and how geological and fossil records explain the earth's development. Understands the formation of rocks, topographic features, and land masses.

B. Weather Science

Knows the methods, instruments, and theories of meteorologists. Understands the properties and effects of air masses, air currents, and wind systems. Knows and understands the factors affecting climate and the major climatic regions of the world.

C. Ocean Science

Knows the methods, instruments, and theories of oceanographers. Describes the physical and chemical properties of ocean water. Knows about currents, tides, and the topographic features of the ocean floor.

D. Space Science

Knows the methods, instruments, and theories of astronomers. Knows the kinds of heavenly bodies found in interstellar space. Knows the special needs and problems related to space travel.

E. Investigative Skills and Scientific Method

Correctly uses laboratory equipment and procedures in the science studied. Observes safety rules and has knowledge of equipment. Applies mathematics correctly. Understands the scientific method; its nature and limitations. Knows the rationale and procedures of experimentation and the logic of theory building and theory testing.

51. PHYSICS

A. Mechanics

Understands the concepts of length, time, mass, velocity, acceleration, force, energy, momentum, and work. Knows the conservation laws of mass and energy. Applies vector and scalar algebra, Newton's laws, and other principles to problems of rocketry and satellite motion.

B. Kinetic Theory

Understands the assumptions and concepts of the kinetic interpretation of heat. Knows kinetic theory and the gas laws. Knows the states of matter and properties of gases. Applies gas laws to problems dealing with temperature, pressure, and volume.

C. Fields and Electricity

Knows the properties of electric and magnetic charge, electromagnetism and ionization. Knows how electric and magnetic charge is measured. Uses algebraic and statistical formulas to solve problems dealing with electric circuitry and magnetism.

D. Waves and the Propagation of Energy

Knows how energy is transferred, how waves are induced, and the different kinds of waves (light, sound, longitudinal, transverse, periodic) and their properties (frequency, period, amplitude). Understands reflection, refraction, resonance, polarization. Knows how to measure energy in waves.

E. Atomic and Nuclear Physics

Knows the structure of the atom. Knows the major models of the atom and the important differences between them. Knows and understands atomic and nuclear reactions and how atomic and nuclear energy is controlled.

SOCIAL STUDIES

52. ANTHROPOLOGY

A. Nature and Scope of Anthropology

Knows the major areas of study in anthropology, how the anthropologist studies societies, and how the methods of the anthropologist can be used to learn more about ourselves. Understands concepts such as culture, physical anthropology, cultural anthropology.

B. Characteristics of Cultures

Knows how man's languages and technology evolved. Knows components of a culture and a civilization. Knows why cultures have religion(s) and how societies determine their value systems. Understands concepts such as tools, symbols, civilization, family.

C. Human Evolution and Variations

Knows various types of primates and how primates evolved. Knows the criteria and mechanism of ethnic differentiation.

and the divisions and ethnic groups of man. Understands concepts such as evolution, genes, ethnic.

53. ECONOMICS

A. Business and Trade

Understands organization and operation of industry, problems in the production of goods, and various organizations that serve as regulators of industry. Knows how tariffs can influence prices, and how trade can influence production. Understands concepts such as labor union, minimum wage, import, export, balance of payments.

B. Economic Systems

Understands capitalism as an economic system, and how it functions in the United States. Knows structure and functions of other economic systems. Understands concepts such as national debt, deficit spending, fiscal year, wage freeze, taxes, communism, socialism, fascism.

54. GEOGRAPHY

A. Physical Geography

Knows world climate variations, population variations, land features, and origins of various natural landmarks. Understands concepts such as desert, mountains, continent.

B. Cultural and Social Geography

Knows where and why various cultures settled and why certain areas supported greater populations than others. Understands concepts such as population, settlement.

C. Political and Economic Geography

Knows how topography, resources, and climate affect man's activities. Knows specific areas of production of various products, and locations of various natural resources. Understands concepts such as resources and impact on national policy, production, transportation.

55. GOVERNMENT

A. United States Government

Knows structure of levels of government and functions of officials. Knows rights guaranteed to citizens by the Constitution, duties and responsibilities of citizens, and major governmental issues and problems. Understands concepts such as checks and balances, federalism, separation of powers, separation of church and state.

B. Other Types of Government

Knows and understands the structure of governments other than the United States and the functions of various officials in these governments.

C. Citizenship

Knows issues confronting governing bodies and attends meetings of local governing body; understands why laws are necessary in society, observes and obeys the law; understands methods of changing unjust laws; votes; opposes injustice.

56. HISTORY

A. Ancient History

Knows important events and persons from the beginning of recorded history to the fall of the Roman Empire and can place them in the correct time order. Understands reasons, causes, and effects of these events. Understands concepts such as organized religion, alphabet, Roman law.

B. Medieval History

Knows important events and persons from the fall of the Roman Empire to the fall of Constantinople in 1453, and can place them in the correct time order. Understands reasons, causes, and effects of these events. Understands concepts such as feudal system, crusade, scholasticism.

C. Modern World History

Knows important events and persons from the fall of Constantinople to the present, and can place them in the correct time order. Understands reasons, causes, and effects of these events. Understands concepts such as cold war, colonialism, imperialism, reformation, renaissance.

D. American History

Knows important events and persons from American history and can place them in the correct time order. Understands reasons, causes, and effects of these events. Understands concepts such as progressivism, federalism, sectional conflict, military-industrial complex, immigration.

E. State and Local History

Knows important events and persons from state and local history, and can place them in the correct time order. Understands reasons, causes, and effects of events and major developments of state and local history.

57. PSYCHOLOGY

A. The Nature and Scope of Psychology

Knows major fields and methods of psychological work, can name the place of psychology among the sciences (clinical psychology, animal psychology, experimental psychology).

B. Human Behavior

Knows various ways of measuring human behavior, how behavior develops, various principles of learning, and how biology influences behavior. Understands concepts such as intelligence, thinking, relation between heredity and environment, reinforcement, conditioning.

C. How Psychology Can Help People

Knows emotional problems of adolescents and types of mental illness. Knows processes involved in experimental psychology, and how experiments are used in different areas of psychology. Understands concepts such as mental health, mental illness, learning.

58. SOCIOLOGY

A. Man and His Society

Knows ways in which man becomes socialized and various ways society can affect the individual. Knows structure and function of social institutions and the role each plays in American society. Understands concepts such as educational system, family, religion, socialization.

B. Distribution and Organization of People

Knows how populations distribute themselves, what a class system is, various socio-economic groups in America, and problems associated with large populations. Understands concepts such as class, social mobility, overpopulation.

C. Social Change

Knows a variety of explanations for social change, forces operating for and against social change, and problems brought about by social change. Understands concepts such as status quo, technology, folkways, culture shock, future shock.

D. Minority Groups in America

Knows what constitutes a minority group, and the variety of minority groups in America. Knows traditional and current problems encountered by minority groups and how they have overcome and are attempting to overcome them. Understands

59. SOCIAL STUDIES SKILLS

concepts such as institutionalized racism, discrimination, civil rights, "melting pot."

A. Research Skills in Social Studies

Can locate and interpret information (statistical data, charts, maps, globes, historical writings and materials). Can apply the research techniques of the social scientists, such as sociological surveys of the school or the local community.

B. Critical Thinking Skills in Social Studies

Can identify central issues and underlying assumptions in the social studies. Can evaluate evidence and draw warranted conclusions concerning positions taken by social scientists on important issues and assumptions.

C. Interest in Social Studies

Reads assigned classroom material, is attentive to current events dealing with various aspects of the social studies, expresses interest in further study of the social studies.

VOCATIONAL/CAREER EDUCATION

60. KNOWLEDGE AND SKILLS FOR VOCATIONAL SUCCESS

A. Agricultural Vocations

Knowledge and skills in agricultural production, supplies, services, mechanics, processing, inspecting, and marketing. Knowledge and skills of production, processing, marketing, and servicing ornamental horticulture. Knowledge of the conservation, utilization, and servicing of agricultural resources. Knowledge and skill for the production, processing, management, marketing, and services in forestry.

B. Distributive Vocations

Knowledge and skills in the marketing, selling, and servicing of advertising, apparel and accessories, automotive materials, furniture and credit, flowers, food, general merchandise, hardware, building materials, farm and garden supplies, home furnishings, hotel and lodging services, industrial materials, and supplies, insurance, personal services, petroleum, real estate, recreation and tourism, and transportation.

C. Health Occupations

Knowledge and skills in dental assisting, medical laboratory assisting, nursing, practical nursing, nursing assisting, home health aid, and medical assisting.

D. Gainful Home Economics Vocations

Knowledge and skills in the care and guidance of children; clothing management, production, and services; food management, production, and services; services for home furnishings and equipment; and institutional and home management and supporting services.

E. Office Occupations

Knowledge and skills in accounting and computing; business data processing systems; filing; office machines; general office clerical systems; information communication; office materials transporting, storing, and recording; personnel and personnel training; stenography; secretarial duties; supervision, administration, and management of offices; and typing.

F. Technical Vocations

Knowledge and skills in aeronautical technology, architecture, chemical technology, civil technology, electrical, electronic and electromechanical technologies; mechanical technology, and scientific data processing.

G. Trade and Industrial Occupations

Knowledge and skills for trades in air conditioning, appliance repair, automotive services, aviation, business machine maintenance, commercial art and photography, construction and maintenance, custodial services, diesel mechanics, drafting, electricity, electronics, fabric maintenance, graphic arts, maritime service, metal working, metalurgy, personal services, plastics, public service, quantity foods, refrigeration, small engine repair, stationary energy sources, textile production and fabrication, leatherworking, upholstering, and woodworking.

61. GENERAL VOCATIONAL ATTITUDES

A. Clerical Aptitude

The ability to deal rapidly and accurately with numbers and letters. Checking, filing, and organizing without errors. Ability to deal with clerical details accurately.

B. Following Directions and Applications

The ability to learn and follow established procedures for performing vocational tasks. Ability to apply principles, processes, and techniques of the vocation and apply written directions and information. Attention to detail and quality standards.

C. Spatial Aptitude

Ability to visualize objects from drawings to their three-dimen-

sional realities. To visualize rotations and reorientations of the objects and to foresee what the objects will look like when changes are made in them.

D. Mathematical Facility

Facility to accurately and rapidly perform arithmetic computations and solve mathematical problems.

E. Vocational Creativity

Ability to create appropriate vocational responses to unforeseen situations. Artistic creativity in the production of goods and services.

F. Managerial Aptitude

Ability to motivate people to work cooperatively and to coordinate and supervise a variety of activities. Decision-making abilities and skill in formulating plans.

G. Interpersonal Skills

Ability to communicate effectively with people. Ability to influence and persuade people to do or buy things. Sales and political abilities.

62. GENERAL VOCATIONAL ATTITUDES

A. Vocational Responsibility

Willingness to assume responsibility, to increase one's responsibilities. Willingness to take initiative on the job and to exhibit stability under stressful situations.

B. Job Adaptability

Willing adaptability to routine chores of a job and adaptability to novel situations that occur on the job. Willingness to follow instructions and directions.

C. Vocational Relationships

On-the-job sociability with co-workers and with customers/clients. Concern for others on the job. Poise and self-confidence in dealing with others on the job. Good grooming and manners.

D. Career Preparation

Knowledge of career options, requirements, outlooks, and advancement opportunities. Knowledge of where career information can be found and how careers can be matched to individuals. Knowledge of how to keep and advance in careers and how to interview for jobs successfully.

63. VOCATIONAL INTERESTS

A. Mechanical-Manual Interests

Preference for working with machinery; manipulating, controlling, servicing, and designing machines; manual work and activities.

B. Social Interests

Preference for involvement with people; leading, selling to, persuading, serving, assisting, and working with people.

C. Theoretical Interests

Preference for mental work and working with ideas; expressing, writing, investigating, appreciating, and teaching ideas.

D. Outdoor Interests

Preference for outdoor work; working at all levels in the outdoors.

E. Creative Interests

Preference for creative work; artistic, musical, or literary creativity.

F. Office Interests

Preference for office work; clerically working with numbers, letters, and words in offices.

G. Domestic Interests

Preference for tasks relating to maintenance of home and family.

64. VOCATIONAL PERCEPTUAL AND MOTOR ABILITIES

A. Auditory Acuity

Sensitivity to sounds; their pitch, loudness, and duration. Sensitivity to sound combinations and what sounds mean or signify.

B. Visual Acuity

Accurate perception of form and color discrimination. Acute long-distance vision and close-up vision. Good depth perception and visual judgment.

C. Coordination

Rapid and accurate eye-hand, eye-foot, and eye-hand-foot coordination. Quick and appropriate physical responses to sensory signals.

D. Dexterity

Quickness and skill in using hands and fingers to work with small and complicated objects.

E. Physical Stamina and Strength

Strength to perform heavy or arduous work and the stamina to keep at it for extended periods of time.

The goals and objectives listed above comprise the system into which all the tests were to be classified and upon which they would be evaluated in terms of the *what* that they measure. The breadth and extent of each goal's description was based upon a careful review of such documents as curriculum guides, textbooks, and district plans. Some of these resources are listed in Appendix A of this book to enable the reader to better understand the nature and direction of our categorization system.

The MEAN Evaluation System

Preparatory to the test evaluations, a thorough canvass of test catalogs and test publishers was undertaken, and all tests suitable or recommended for secondary students, except clinical and projective measures, were ordered. The regular list price was paid for all materials so as to avoid any implication of bias. The final collection of instruments includes approximately 1,100 tests, including over 5,400 subtests with separately normed scores. A subtest was to be evaluated if it yielded a separate score which the publisher or the organization of the test clearly indicated could be interpreted separately. Using this rule of interpretability, a test was either evaluated as a whole and for each of the subtests, or just as a whole, or just for the subtests. Each test and subtest was then categorized by grade level according to the claims or directions of the publisher. If the publisher gave no grade-level instructions, the evaluators estimated grade levels according to common curriculum sequences and item difficulties. The tests were then subjected to the MEAN evaluation procedure in order to identify and endorse those measures most appropriate, effective, and useful in assessing the status or progress of students or their schools. Only the materials provided by the test publisher or distributor were used for evaluation purposes. The primary concerns in the application of the MEAN system were the objectivity and consistency of the evaluations. To maximize both the objectivity for any one test evaluator and the consistency across evaluators, specific guidelines for evaluation

tion of each criterion and letter grade assignment were adopted. Upon a test's or subtest's assignment to one of the educational goals it was subjected to an intensive evaluation according to the MEAN system, the evaluation method that was utilized, in slightly varied form, in three previous CSE test evaluation books (*CSE Elementary School Test Evaluations*, *CSE-ECRC Preschool/Kindergarten Test Evaluations*, *CSE-RBS Test Evaluations: Tests for Higher-Order Cognitive, Affective, and Interpersonal Skills*). MEAN is an acronym reflecting the four critical areas of concern to test users: Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence.

Thirteen of the thirty-nine MEAN criteria deal with empirical aspects of the test, mostly validity and reliability. A rule was generated that for these criteria the samples giving rise to the empirical data must contain some students in at least one of the two grades for a given evaluation (7-8/9-10/11-12) and must not include students more than one grade level above or below these grades. For specific course-like tests, e.g., chemistry or physics, the data supporting such tests (unless otherwise specified) are assumed to have arisen from the grade level at which the course is traditionally or usually taught, even though the course may not necessarily be grade specific. Consequently, the evaluations for other grades suffer. In general, tests which do not report data for each grade level, but for a range of grades larger than one grade above or below the two grades of an evaluation will also suffer. For example, the *Kuder Preference Record*, C presents data based on grades 9-12. The data for the grades 9-10 evaluation will not receive credit because grade 12 is more than one grade above grade 10. Likewise, the data for the grades 11-12 evaluation will not receive credit because grade 9 is more than one grade below 11.

Measurement Validity

Criteria. Members of the review team were instructed in the use of the taxonomy of educational goals and each test was judged according to its capacity to assess the particular goal that seemed most appropriate to it. Judgments were made in terms of the extent to which the items assessed the whole range of behavior or content subsumed under the particular goal, as well as the number of items within the scale that were actually focused on this goal behavior.

Frequently the independent judgment of several reviewers was that a test did not measure the goal indicated in its title.

In such cases, the test was assigned to the goal area which the evaluators agreed was more appropriate to it. Usually this was not too difficult a judgment to make since most tests did seem to have a recognizable focus that fit into the goal taxonomy. There were several types of tests, however, that did not fit easily into the taxonomy. If a test assessed characteristics not explicitly encompassed by any category of the taxonomy, it was assigned to the goal to which it appeared to be most relevant. If the test assessed behaviors or goals spanning several categories it was considered to be a measure of the goal that the plurality of its items appeared to assess. The underlying guideline for the assignment of a measure to a goal area was to place it where it would receive the maximum score on the Measurement Validity criterion.

In some instances where test title and assigned goal category did not appear to match, test evaluator judgments were preferred to the implications of the test titles. For example, the *McGuire Safe Driver Scale* appears to assess the emotional stability and maturity that is commonly assumed to be needed for safe driving. As such, it may very well find its place in an evaluation program within the curriculum area of driver and traffic safety. Because the items all deal with personality characteristics, however, the test was assigned into the affective area. This assignment practice should not be interpreted as a slur upon the nature or intention of the test, but simply as the result of trying to fit tests into goal categories that represent an arbitrary division of the secondary curriculum, and due to the effect of trying to fit many different tests with varying curricular and philosophical bases into one framework of goals.

Tests whose items were empirically derived, i.e., without an underlying theoretical base or rational intention, presented a different kind of goal assignment problem. The scales of the *Strong Vocational Interest Blanks for Men* illustrate how empirically derived items frequently do not appear to be related to the goal category the title suggests (any item significantly related to a vocational category is scored for that category, therefore if physicians generally like to knit, an item about liking to knit would be part of the physician scale). Where the items of a scale have been demonstrated to correlate with a given goal area, we relaxed our rule and assigned the scale to that goal. This exception was also followed in cases such as the *Strong Vocational Interest Blanks for Women* where there was no method available to the test evaluators for determining which items were used to score each of the many scales.

Point Assignment (0 to 15 points for grade)

- a. Is information provided that indicates that there was a rigorous selection of items and that the behavior domain was carefully sampled? A statement of confirmation that such was done was considered adequate, provided references were included as sources of information on the construction of the test. Frequently encountered and acceptable evidence included statements that the most popular textbooks were surveyed and objectives were inferred from their coverages, to more specific breakdowns in the curriculum areas and the actual specification of which items were designed to assess which specific behavior. The test was credited with 2 points if procedures or objectives breakdown were provided in detail, 1 point if a statement or reference was made that items were rigorously selected, and 0 points if no information was provided on item selection.
- b. What percentage of the range of behaviors, achievements, or objectives in the goal category do the items assess? The total set of items of the test was compared to the range of behaviors in the goal descriptions in order to estimate what percentage of that range of behaviors or objectives were assessed by the items. Rather than computing very precise percentages of the goal coverage, rater judgments credited the test with 1 point if fifty percent or more of the goal was assessed, and 0 points if less than fifty percent of the goal was deemed to be assessed.
- c. A second way of considering a test's relationship to a goal category is to ask what percentage of the items belong in the goal area or assess any of the behaviors and objectives that comprise the goal. This question was particularly important for tests that have wide achievement coverage but little depth in any one goal area. If more than sixty-seven percent of the items assess behaviors in the assigned goal category the test was credited with 2 points; if between thirty-three and sixty-seven percent of the items belonged the test was credited with 1 point; and if less than thirty-three percent of the items belonged the test was credited with 0 points.
- d. Were any empirical procedures used for screening or selecting the items? Empirical procedures included item

analyses, juries of experts, item difficulties, criterion-group analyses, or factor analyses; but these procedures had to be reported in some detail. If the procedures were reported, based upon samples of students including, but not more than one year above or below, the grade level for which the test was being evaluated, the test was credited with 1 point; if there was no report, or the report was based upon a different grade level, or upon too broad a grade-level range, or if reference only was made to empirical item selection procedures, the test received 0 points.

- e. Does the trait, construct, or type of behavior that the test purports to measure have a supportive base in a specified educational, psychological, or learning theory? For tests in the affective and cognitive domains, we looked for references and support in theories of learning, cognition, emotion, or therapy/counseling. In the more educational areas, we looked for some kind of "justification" that supported the existence of the instrument. An example of this latter type of justification might be some statement like "in the past decade greater attention has been directed by educators to the teaching and learning of set theory as a basis for the understanding of mathematics." If such support is provided, the test was credited with 1 point; if not, the test was credited with 0 points.
- f. Is there evidence that the test is not just a duplication of what is measured by other tests? The question is one of divergent validity and evidence for it generally consisted of the report of low correlations (less than $\pm .30$) or low relationships with other tests. If such evidence is presented, based on samples including, but not more than one year above or below, the grade level for which the test was being evaluated, the test was credited with 1 point; if not, the test was credited with 0 points.
- g. Was factor analysis conducted to demonstrate the "purity" of the measured trait or construct? Factorial validity was considered demonstrated if, for a sample of students including, but not more than one year above or below, the grade level for which the test was being evaluated, there were correlations (factor loadings) between the test score and the factors, or among the items if test items had been factor analyzed. If such data were

available, the test was credited with 1 point; if not, the test was credited with 0 points.

h. Has the test been employed in experiments or evaluations with samples of students including, but not more than one year above or below, the grade level for which the test was being evaluated? If the test scores in such experiments appeared to have yielded meaningful results, the test was credited with 1 point; if not the test was credited with 0 points.

i. Are any concurrent validity studies (demonstrating correlation with some criterion measures obtained at the same time as the test) reported or specifically referred to, utilizing students at, but not more than one year above or below, the grade level for which the test was being evaluated, in which the criteria (not other scores of the same test) are related in a meaningful way to the goal behavior to which the test was assigned? If the criterion behavior was relevant and the coefficient was .70 or more, the test was credited with 2 points; if the coefficient was between .30 and .70, or the criterion behavior was not convincingly relevant, or there was reference only, the test was credited with 1 point; if no study was reported, coefficients were low, or the criterion was clearly irrelevant to the nature of the test, 0 points were credited.

j. Are any predictive validity studies (the criterion behavior, usually success at something, is obtained after a stated time interval) reported or specifically referred to, utilizing students at, but not more than one year above or below, the grade level for which the test was being evaluated, in which the criteria are related in a meaningful way to the goal behavior to which the test was assigned? If coefficients at or above .70 were reported with relevant criteria, a time interval of one month or more, and cross-validation shrinkage less than ten percent, the test was credited with 3 points. If the coefficient was at or above .70 with relevant criteria and a time interval of one month or more, but no mention of cross-validation or cross-validation shrinkage more than ten percent, the test was credited with 2 points. If only moderate coefficients (.30 to .70) were reported, or the criteria were of questionable meaningfulness, or else only references were made to

such studies, the test was credited with 1 point. If no study was reported or referred to or else the study was patently irrelevant, the test was credited with 0 points.

The Measurement Validity ratings were summed for a total rating, ranging from 0 to 15 points. These ratings were further translated into grades of G (good), 12 to 15 points; F (fair), 8 to 11 points; or P (poor), 0 to 7 points.

Examinee Appropriateness

Criteria. The second criterion of the MEAN evaluation system is that of appropriateness of the test materials, including content of the stimuli and mode or response, relative to the grade level of the examinees. All tests were classified by grade level prior to the review process. The first concern in this set of evaluations was with whether or not the test provided adequate and correct justification of itself to the examinee. We were most concerned that the test should not be misleading or deceptive.

Evaluation of the appropriateness of a test's level of comprehension took into consideration the test's content and instructions. Specifically, evaluation of content centered upon the difficulty of the items and also upon the relevance of interesting aspects of the items. The evaluation of the test's instructions focused on clarity and comprehension.

The second major area where appropriateness is important is that of test format, both visual and auditory, and the test's timing and pacing. The visual principles employed in test-page layout were evaluated in terms of effective usage of Gestalt visual principles. The evaluation looked for specific format features such as sufficiency of white space between items, visual coherence of item stems and alternatives, and effective use of color as an aid in segregating items. Going beyond the whole-page format, the evaluation also considered the quality of illustrations and typography. Pictorial and geometric item material was evaluated according to the print clarity, representational meaningfulness, and ease of decoding. Similarly, evaluations of typography were made in terms of clarity, size, and type-face.

The psychometric problem of speed vs. power tests also found its place in the evaluation of examinee appropriateness. Published statements regarding the speededness of tests were corroborated, when possible, by consulting item difficulty indexes and score distributions. For each scale, pacing or time limits were judged for their appropriateness for the subject matter and for the exam-

inees. In almost all cases, power was preferred to speed as an attribute of tests of educational output.

The last aspect of appropriateness considered was the mode of response recording. Simple and direct connections between the item stem and the recording of a response were evaluated more favorably than complicated conversions from item stems to alternatives.

The various aspects of the criterion of Examinee Appropriateness could not be applied directly to assessment devices in the forms of rating scales, rating schedules, and observation schedules, where the examinee (the student being assessed) is not actively involved in responding to specific demands of the assessment device, but is merely behaving in his own manner. In the cases where the instrument demanded no active response from the examinee, the instrument was uniquely evaluated. Test justification and item comprehension were evaluated from the point of view of the student, while test instructions, format, time, and answer recording were evaluated from point of view of the rater.

Point Assignment (0 to 15 points for grade)

- a. Does the test justify itself by explaining to the examinee in an honest manner its purpose, intent, or recommended use? Misuse of test scores was not considered here, as no test has any control over how educators may misuse it. If the test, usually in its instructions, specifically relays the real or suggested purpose, intent, or use to the examinees; or if the manual suggests that, such a justification be given in each situation, the test was credited with 1 point. If no purpose, intent, or use is specified; if the purpose or intent is disguised or concealed; or if the examinees are led to adopt ineffective test-taking strategies; the test was credited with 0 points. This criterion was evaluated rather liberally in most cases, so that a test whose instructions began "This is a test of your ability to spell..." was given credit for justification.
- b. Are the test items personally inoffensive and appropriate in terms of difficulty? If all the items appear to be inoffensive and approximately correct in difficulty level the test was credited with 2 points. If most of the items appear appropriate or there were a few serious typographic errors, the test was credited with 1 point. If many of the items were judged to be inappropriate be-

cause they are ambiguous or misleading, no one alternative is demonstrably correct or incorrect (for achievement tests), they are stated in unnecessarily complex language, are personally offensive, or the items are too simple or appear intellectually insulting in simplicity, the test was credited with 0 points.

- c. Are there known item difficulties for students at, but not more than one year above or below, the grade level for which the test is being evaluated? If empirically determined item difficulties are reported so that the item indexes range between .25 and .75, with a mean near .50 to .60, the test was credited with 2 points. If overall item difficulty ranges from .40 to .60, or the item difficulties range over a broad scale with a few very easy items (first ones) and few very hard items (last ones), the test was credited with 1 point. If the item difficulties, either overall or separately, are not reported or generally exhibit a bad range, the test was credited with 0 points.
- d. Are the items relevant and interesting for the grade level of the examinees? This rating was made somewhat independently of the content of the test, so that inherently more interesting subject matter did not necessarily profit from this rating. One way to rephrase this rating would be to ask: Given the nature of the subject matter, have the items been developed to be as relevant and interesting as they could be, or have they been developed to be somewhat less relevant or interesting? If the items were judged relevant and interesting, the test was credited with 1 point. If they were judged irrelevant, dull, or "bummers," the test was credited with 0 points.
- e. Are the test instructions appropriate and comprehensible? The instructions, either read by or to the examinees, were inspected for appropriateness of concepts, syntax, brevity, and vocabulary in order to arrive at this judgment. If the instructions exhibited appropriateness and comprehensibility on all counts, it was credited with 1 point; if not, the test was credited with 0 points.
- f. Are the instructions comprehensive in their description of task aspects? The question addressed was whether the instructions clearly and precisely describe all aspects of the tasks the test requires or leave necessary issues unanswered or unaddressed. If all task issues are described clearly and precisely, the test was credited

ed with 1 point. If the descriptions are unclear or incomplete or leave issues unanswered, the test was credited with 0 points.

g. How can the test be administered? If the test is largely self-administering (requiring no administrator to read the instructions or pace the work) the test was credited with 1 point; if a separate administrator is required, the test was credited with 0 points.

h. Do the test instructions provide illustrative sample items? If the instructions include sample items that effectively clarify and accurately illustrate the task(s) involved in the test in such a way that they are truly representative of the format and difficulty of the items in the test, the test was credited with 1 point. If the sample items are not representative or not clarifying, the test was credited with 0 points.

i. Do the test pages (or materials) exhibit good layout from the point of view of ease of perception? Test layout was examined for effective use of perceptual organizers, such as adequate white space, regularity of item form, symmetry, clarity, continuity, and inclusiveness. If the test page layout is clear and helpful, the test was credited with 1 point. If the layout is unclear or confusing, the test was credited with 0 points.

j. Is the physical appearance of the test of high quality? For this rating attention was directed to the quality (bold, up-to-date) of the print and illustrations for printed tests, the quality of sound for auditory or taped tests, and quality and durability of any manipulanda for performance tests. If the quality was judged to be high, the test was credited with 1 point; if not, the test was credited with 0 points.

k. Is there coherence between item stems and answers? If item stems, their alternatives, and their answers appear as a unit, being in some way adjacent or "belonging to each other," the test was credited with 1 point. If the separate components of any item(s) appeared not to belong to each other, and therefore demanded great care of "untangling," the test was credited with 0 points.

l. Are the time and pacing of the test appropriate? Appropriateness of the time allowed for a test was dependent upon the subject matter tested, the grade level for which the test was employed, and the type of the item utilized.

Pacing devices, such as writing elapsed time on a blackboard, were considered helpful. The raters looked for evidence indicating that the test is characterized more as a power test than as a speeded test. Sources of evidence included percentages of examinees finishing items and the shape of the normed score distribution. Because tests of some skills should be speeded (reading speed, typing, motor coordination), a speeded nature for such tests was not rated a liability. With the exceptions just noted, tests judged to be power tests (not speeded) were credited with 1 point; while tests judged to be speeded were credited with 0 points.

m. Is there a simple and direct connection between the item stem and the examinee's recording of a response? If the responding is simple, such as oral answers, fill-ins, marking directly over alternatives, writing, drawing, or non-confusing answer sheets, the test was credited with 1 point. If the test is complicated by the need to engage in more than one step to get from the item to the answer, the test was credited with 0 points.

The Examinee Appropriateness ratings were summed for a total rating ranging from 0 to 15 points. These ratings are further translated into grades of G (good), 12 to 15 points; F (fair), 8 to 11 points; or P (poor), 0 to 7 points.

Administrative Usability

Criteria. After asking the questions "What will it measure?" and "Is it designed for my students?" the next question was concerned with how usable the test is in terms of administration, scoring, interpretation, and decision making. These aspects of utilization comprised the third evaluation criterion of the MEAN system.

For general assessment of education output, a test that can be administered to a large group is desirable. Small-group and individually administered instruments, although having their unique advantages, are not efficient for educational evaluation. It should be noted that all individually administered tests therefore suffer from this evaluative decision, and consequently their ratings indicate less usability. It cannot be stressed too strongly, however, that this limitation of usability is relevant only to evaluation of educational programs and systems, and not to in-depth individual placement, diagnosis, or prognosis.

A second variable strongly affecting a test's utility is the

training necessary to administer the test properly. Since few schools have resident psychometrists, developmental psychologists, audiologists, or speech therapists, a test was deemed to have greater utility if it can be administered by the school staff, preferably the students' teacher or a paraprofessional.

The time necessary for test administration also affects its utility. Under the assumption that the average class period is about 54 minutes, tests were credited if they fit into one such time unit, but were not credited if their lengths necessitated special scheduling. In many tests subscale items are arranged in such a fashion that they are inseparable from the total test for the purpose of administration. The entire test must be administered to obtain any of the scale scores. The administration time for each scale is, therefore, the same as that required for the total test. The *High School Personality Questionnaire*, for example, requires over 55 minutes for administration of the total test, and each scale is rated on the basis that it too requires more than 55 minutes for administration.

The utility of a test is further affected by the scoring procedure it requires. Simple and objective hand or machine scoring of tests was considered optimal for utility, while difficult and subjective scoring received respectively less credit. Tests were rated as "objective and difficult" if the scoring procedure was described in the manual as objective, but the scoring materials were not provided for our inspection—even though they were ordered or requested. Although the general usefulness of tests is not much altered by slight variations in scoring difficulty, tests scored on a purely subjective basis cannot be considered as reasonable candidates for educational evaluation instruments. For this reason, no purely projective measures were reviewed.

From a pragmatic viewpoint, while ease of administration and scoring are desirable, a much more basic consideration is that the scores obtained be interpretable. Normative interpretation of scores implies some method of score standardization, and standardization must be based on data obtained under standard conditions with a broad normative sample.

The samples utilized in test norming were evaluated according to two criteria—breadth and representativeness. A broad normative sample is one that includes a wider age group than the one for which the test is constructed, so that advanced and retarded students can be normatively assessed. A representative sample is one that reflects the current demographic composition of the nation, so that students can be comparatively assessed.

After the test has been administered to its normative sample, the raw scores from that sample are mapped into some standardized conversion system, the most common of which are centiles, standard scores, stanines, grade equivalents, T scores, and mental ages. There are many other such conversion systems used by different test publishers, but these are either uncommon or statistically naive. The normative score conversions were evaluated according to three criteria: common and general understandability, clearness of conversion tables, and personnel agreed to interpret the scores.

In addition to the breadth of the sample, the norm group should also be representative of the variety of subgroups that comprise the national population. While a test normed on a restricted sample may be quite adequate for purely local needs, the trend in educational evaluation is not in that direction. With national questions being asked, federal support for education and related research, and national problems to be solved, a representative national normative sample becomes a most desirable quality of educational tests. To be considered good, the sample was expected to meet the criteria of recency, representation of geographic areas, ages, racial and ethnic origin, and types of schools. It might be important to note that not many test publishers have done their normative sampling very well, and that the technical manuals abound with misleading sampling techniques.

The final pragmatic consideration of a test's utility rested on whether or not decisions, either group or individual, could be made. Tests with manuals that clearly describe both score interpretation and subsequent prescriptive decisions that might be made were evaluated as better than those with doubtful decision-making utility.

Point Assignment (0 to 15 points for grade)

- a. To how large a group can the test be administered? For purposes of classroom or school evaluation it is important to economize on the time and effort in the administration of tests. If the test can be administered to groups of more than 35, according to the recommendations of the test manual, the test was credited with 2 points; if the group must number less than 35, the test was credited with 1 point; and if the test must be administered on an individual basis, the test was credited with 0 points.
- b. Who should administer the test? If regular school per-

sonnel, a principal or teacher or aide, can read the instructions, establish rapport, and conduct the pacing, the test was credited with 1 point; if special personnel, like an audiologist, psychologist, or counselor, are required, the test was credited with 0 points.

c. How long does it take to administer the test? If the test fits into a 54-minute period, including the instructions, the test was credited with 1 point; if more time is needed, the test was credited with 0 points.

d. How easy and objective is the scoring? In terms of time and budget limitations, it was considered desirable to have tests that could be rapidly scored within the school. If the scoring is objective and simple, utilizing a scoring guide, stencil, or template, or other straightforward process such as answer sheet or matching stencils, or if machine scoring is available, the test was credited with 2 points. If the scoring was objective but difficult, involving more than a stencil or template, such as scoring a written test, a maze tracing test, or a line-drawing matching test, the test was credited with 1 point. If the scoring was subjective, requiring the scorer to make a non-trivial judgment, such as for creativity tests, essay examination, ratings, or projective-type tests, the test was credited with 0 points.

e. How broad is the test's norm range? If the upper and lower limits of the norm group are at least two years or grades beyond the levels for which the test is being evaluated (somewhat relaxed for age-based norms), the test is credited with 1 point; if the norm range is more restricted, the test is credited with 0 points.

f. How interpretable are the scores? The evaluation procedure looked for normed scores that were common and simple and could likely be understood and not misused by school personnel. If the normed scores were pass/fail, percentile ranks, mental ages, deviation IQ's, or grade equivalents, the test was credited with 1 point. If the normed scores were any other less common, or novel, or ambiguous conversion, or if no conversion from raw scores was provided, the test was credited with 0 points.

g. How simple and clear is the process of converting the raw score to the normed or interpreted score? If the score conversion procedure is simple, involving one easy-to-understand step, such as a clear chart or table,

or if there is no conversion necessary, the test was credited with 2 points. If the score conversion is complicated by lack of clear or simple tables or graphs, or if it requires two steps to get from the raw to the converted scores (e.g., one must use one table to get into another table), the test was credited with 1 point. If the score conversion is complicated and lacking tables or graphs, or it requires many or complicated steps (e.g., one has to compute scores), the test was credited with 0 points.

h. Is the norm group representative of the national population? Six considerations comprised the evaluation of the representativeness of the groups used to norm the test: (1) Was the sample obtained through cluster, stratified, or random, rather than incidental sampling? (2) Was the norming done less than 5 years ago? (3) Was there geographic representation? (4) Was the appropriate age range represented and exhausted? (5) Was there racial/ethnic representation or were separate norms available? (6) Were population density characteristics (e.g., urban, suburban, rural, etc.) represented? If the answers to these questions, based upon convincing tabulation for the third, fourth, fifth, and sixth ones, was "yes" for five or six of them, the test was credited with 1 point. If there were fewer than five "yes" answers, the test was credited with 0 points.

i. Who can interpret the test scores? The rating examined whether or not regular school staff personnel could interpret the test. The answer to this question was either found in an explicit statement in the test manual, or else was implied from the common and simple conversion system for the scores. If the score can be interpreted by school staff, the test was credited with 1 point; if not, the test was credited with 0 points.

j. Can decisions be made? This final evaluative aspect of the Administrative Usability criterion focused upon whether or not the test provided information useful for making any individual or group decisions. If the test or manual establishes definite relationships between scores and specific decisions through use of graphs, charts, cut-off scores, or other means which enable fairly specific decisions to be made that are not dependent upon clinical judgment (e.g., "a score of 30 or more means the student will very likely succeed if channeled

into introductory algebra"), the test was credited with 3 points. If the test indicates interpretation of scores that could or might lead to specific decisions, or merely presents interpretations or definitions rather than decisions (e.g.: the 75th centile means strong interest; a high score indicates a tendency toward neuroticism; or a low score suggests the need for further testing before remediation), the test was credited with 2 points. If the test provides vague or poorly defined guidelines for making decisions that are highly dependent upon judgment or some kind of intuition, the test was credited with 1 point. If the test provides little or no information useful for making decisions, the test was credited with 0 points.

The Administrative Usability ratings were summed for a total rating, ranging from 0 to 15 points. These ratings were further translated into grades of G (good), 12 to 15 points; F (fair), 8 to 11 points; or P (poor), 0 to 7 points.

Normed Technical Excellence

Criteria. The last major criterion of the MEAN evaluation procedure was concerned with the reliability, replicability, and refinement of measurement of the tests. Three types of reliability estimates were considered in this aspect of the MEAN evaluation: (1) test-retest reliability, appropriate for assessing a measure's (and an examinee's) long-range stability; (2) internal consistency reliability, useful in determining how coherently the test items assess some dimension of behavior; and (3) alternate-form reliability, desirable when educational effects are to be evaluated with alternate forms of a test.

Since all three types of reliability estimates are more or less relevant to questions of educational achievement assessment to an equal degree, they were all included as aspects of the MEAN evaluation procedure. This tactic was necessitated by the fact that selection of any one of the estimates with omission of the remaining two would do violence to the fourth-criterion rating for many of the test instruments. Where two or more estimates of the same type of reliability coefficient are reported, the ratings are based on the highest one.

Closely related to the concept of test reliability is that of replicability of procedures to obtain the normed scores. If procedures described in test manuals are complicated, non-specific, or based upon abnormal samples, the test is clearly not replicable in its findings and therefore is less useful for the educator.

The range of coverage is also an important aspect of a test's technical excellence. The range refers to how spread out the scores are, especially at the high and low ends. A restricted range of assessment limits the test's interpretability. A test with a wide range has obvious advantages, because both advanced and retarded students can be compared with the normative sample. If ranges for two or more groups are reported, the ratings are based on the distribution exhibiting the poorest features.

Related to the score distribution properties is the refinement or graduation of the converted scores. Test scores were desired that were transformed into centiles or grade placements or other refined graduations.

Point Assignment (0 to 15 points for grade)

a. Does the test exhibit stability? The consistency of scores over time spans of one month or more, based on a sample of students including, but not more than one year above or below, the grade level for which the test was being evaluated, as measured by test-retest reliability or by delayed alternate-form reliability is the subject of this evaluation. If the appropriate coefficient is .90 or more, the test was credited with 3 points; if .80 to .90, the test was credited with 2 points; if .70 to .80, the test was credited with 1 point; and if below .70, the test was credited with 0 points.

b. Does the test exhibit internal consistency? The consistency of items or parts within a test, based on a sample of students including, but not more than one year above or below, the grade level for which the test was being evaluated, as measured by split-half, Kuder-Richardson, or alpha coefficients is the focus of this evaluation. If the appropriate coefficient is .90 or more, the test was credited with 3 points; if .80 to .90, the test was credited with 2 points; if .70 to .80, the test was credited with 1 point; and if below .70 the test was credited with 0 points.

c. Does the test have alternate-form reliability? The correlation between alternate forms of a test, based on a sample of students including, but not more than one year above or below, the grade level for which the test was being evaluated, either on a delayed or immediate testing basis, is the subject of this evaluation. If the appropriate coefficient is .90 or above, the test was credited with 3 points; if .80 to .90, the test was credited

with 2 points; if .70 to .80, the test was credited with 1 point; and if less than .70, the test was credited with 0 points.

d. Can the testing procedures be duplicated? A test was deemed to be more desirable, if the procedures of administration, scoring, and interpretation are sufficiently standardized so that results can be duplicated or replicated from the norm group. If the test provides uniformity of procedure for administering and scoring, the gross characteristics of the standardization group are replicable, and the materials, time limits (exceptions being interest and personality inventories), oral instructions, and preliminary demonstrations are precisely delineated, the test was credited with 1 point; if not, the test was credited with 0 points.

e. Does the test provide an adequate range of coverage? The focus of this evaluative criterion is the adequacy of the ceiling and floor of score distribution for the grade level (or the level plus no more than one year above or below) for which the test was being evaluated. If the score distribution has both tails drawn out, with no score at the maximum or minimum, the test was credited with 3 points. If the score distribution has only one long, drawn-out tail or some truncation with no score at the floor (lowest possible score) or ceiling (highest possible score), the test was credited with 2 points. If some of the norm sample reaches the floor or ceiling, the test was credited with 1 point. If no information is provided on the score distribution (or no conclusive information can be deduced from the normed scores) or the distribution of normed scores is badly skewed or truncated, the test was credited with 0 points.

f. How well graduated are the scores? Generally the ratio of the total number of raw-score units to the total number of converted scores actually presented should be of such a magnitude as to enable adequate discrimination among individuals. If the scores, based upon a sample including, but not more than one year above or below, the grade level for which the test was being evaluated, are graduated into centiles, grade-equivalents, or mental ages (less graduation was accepted if the test had too few items to support such discrimination), the test was credited with 2 points. If

the scores are moderately graduated into deciles, stanines, T-scores, Z-scores or other similar scores, the test was credited with 1 point. If the scores are poorly graduated into pass-fail, quartiles, or novel scales, the test was credited with 0 points.

The Normed Technical Excellence ratings were summed for a total rating, ranging from 0 to 15 points. These ratings were further translated into grades of G (good), 12 to 15 points; F (fair), 8 to 11 points; or P (poor), 0 to 7 points.

Implementation of the MEAN Evaluation System

The team of test evaluators consisted of two Ph.D.'s, one in psychological measurement and one in educational research; an Ed.D. in counseling and guidance who is also a credentialed school psychologist; four Ph.D. candidates, one in evaluation, one in counseling, and two in psychology; and Ed.D. candidate in comprehensive curriculum who was a high school teacher of social studies; an M.S. in educational research who was a secondary teacher of reading; five M.A.'s in educational research and evaluation; two M.A.'s in counseling; and an M.A. in public administration. This team brought relevant competencies to most of the many varieties of tests within the purview of the evaluation program. Tests in the foreign language area were evaluated by experts in the respective languages. Consultants who served as test evaluators are Dr. Casimir A. Alminas, Dr. Delina A. Halushka, Dr. Jacqueline Kosekoff, Dr. Marc-Andre Nadeau, Dr. Carmen Sanchez Sadek, Dr. Robert Wise, Dr. Gertud Zeisl, Mrs. Sandra Bateman, Mrs. Dorothea Gordon, Mrs. Kim Hoa Granville, Mrs. Sybil D. Hast, Ms. Hana Kunstova, and Mr. Jon Pariser. The evaluation consultant for several of the technical music scales was Mr. Gary E. Diehl.

Each test was independently rated according to the MEAN system by at least two raters, each working without access to the other's ratings. For each subscale to be evaluated, each reviewer used a standard rating form (see Figure 1). The raters independently assigned each test or subtest to one of the goal categories. The final adjudication of both-test assignment to goal area as well as the ratings on each of the four evaluation criteria was carried out by a third rater.

Within any of the four evaluative categories, a letter grade,

RATER
DATE
PUBL.
GOAL
TEST NAME

EVALUATION CRITERIA

RATING (Circle one number in each row)

I MEASUREMENT VALIDITY

CONTENT	1 Rigorous Item Selection	2 Described in detail	3 Statement made	4 1	5 No information	6 0
2 % Goal Assessed	50% or more	2	1	Less than 50%	1	Less than 33%
3 % Items Belonging	More than 67%	2	33%-67%	1	Less than 33%	0
4 Empirical Item Selection	Empirical method employed	1	No empirical method employed	0		
5 Theoretical Support	Yes	1	No	0		
6 Divergent Validity	Yes	1	No	0		
7 Factorial Validity	Yes	1	No	0		
8 Experimentally Employed	Yes	1	No	0		
9 Evidence for Concurrent Validity	Studies referred to: $r > .70$	2	Studies referred to: $r > .70$	1	No studies referred to	0
10 Studies Reported or Referred to	Reported, $r > .70$, relevant criteria, 1-month interval, & cross-validation	3	Reported, $r > .70$, relevant criteria, 1-month interval	2	Reported, moderate coefficient	1
11 Predictive					No study, or study is irrelevant	0

TOTAL
GRADE

II EXAMINEE APPROPRIATENESS

JUSTIFICATION	11 Real Intent Given	1	Real intent is hidden, or falsely reported	1	Many items inappropriate	0
COMPREHENSION	12 Item Appropriateness	2	Most items appropriate	1	Unclear and unanswered	0
	13 Item Difficulties	2	M = 50-60 or R = 25-75	1	Not self-administering	0
	14 Item Relevance and Interest	1	Relevant and interesting	1	Not present or not illustrative	0
INSTRUCTIONS	15 Concepts, Syntax, Brevity, and Vocabulary	1	Appropriate	1	Unclear or confusing	0
	16 Description of Task Aspects	1	Clear and Precise	1	Unclear and unanswered	0
	17 Administration	1	Self-administering	1	Not self-administering	0
	18 Illustrative Sample Items	1	Effective and clarifying	1	Not present or not illustrative	0
FORMAT	19 Test Page Layout and White Space	1	Clear and helpful	1	Unclear or confusing	0
	20 Illustration/Picture Quality	1	Realistic, up-to-date, bold and readable	1	Not good quality	0
TIME & PACING	21 Item-Stem-Answer Coherence	1	Yes	1	No	0
	22 Power Test or Speed Test	1	Power test or speed is specifically called for	1	Evidence of unwanted speediness	0
RECORDING ANSWERS	23 Responding	1	Simple	1	Complicated	0

TOTAL
GRADE

III ADMINISTRATIVE USABILITY

ADMINISTRATION	24 Size of Testing Group	35 or more	2	Small Groups under 35	1	Individual	0
	25 Administrator	School personnel	1	Specialist	1		0
SCORING	26 Administration Time	54 minutes or less	1	55 minutes or more	1		0
	27 Ease of Scoring	Objective and Simple	2	Objective and difficult	1	Subjective	0
	28 Norm Range	Range is at least 2 years	1	Restricted range	1		0
	29 Score Interpretation	Common and simple converted scores	1	Novel, ambiguous, or converted scores	1		0
INTERPRETATION	30 Score Conversion	Simple, or no conversion	2	Poor tables or 2-step conversion	1	Complicated conversion	0
	31 Norm Group	Representative, 5 or 6 requirements met	1	Not representative, 4 or less requirements met	1		0
	32 Score Interpreter	School staff	1	Specialist	1		0
DECISION	33 Can Decisions be Made	Definite Prescriptive Decisions	3	Suggestive decisions	2	Poor guidelines for decisions	1
						Little or no information for decisions	0

TOTAL
GRADE

IV NORMED TECHNICAL EXCELLENCE

RELIABILITY	34 Test-Retest	$r = .90$ or more	3	$r = .80$ to $.90$	2	$r = .70$ to $.80$	1	r less than $.70$	0
	35 Internal Consistency	$r = .90$ or more	3	$r = .80$ to $.90$	2	$r = .70$ to $.80$	1	r less than $.70$	0
	36 Alternate Form	$r = .90$ or more	3	$r = .80$ to $.90$	2	$r = .70$ to $.80$	1	r less than $.70$	0
REPLICABILITY	37 Standardization	265	1	No	1				0
RANGE-COVERAGE	38 Trails drawn out, floor or ceiling not reached	One trail drawn out, floor or ceiling not reached	3	Floor or ceiling reached	2	No information or badly skewed	1		0
SCORE GRADUATION	39 Well graduated	2	Moderately graduated	1	Poorly graduated	1			0

TOTAL
GRADE

XXXXVI

based on the points assigned to each aspect of each criterion, was computed. The sum of the points, ranging from 0 to 15, was the determinant of the letter grades in the following manner:

"G" (*Good; 12-15 points*). The test meets the criterion very well. Little improvement appears necessary for its immediate utilization. CSE would endorse such a measure or employ it in its own assessment efforts.

"F" (*Fair; 8-11 points*). The instrument is probably among the better tests available, but it does not completely meet the criterion. Alterations would probably render the test a candidate for "G" status. If no better qualified measure were available, the Center would employ an "F" measure, but would interpret results more cautiously.

"P" (*Poor; 0-7 points*). The instrument does not meet the criterion; it is clearly unsatisfactory in that area. Rather than employ such a measure for assessment, it would be better to seek an alternate device or attempt to develop one.

Each test then earned four letter grades by the MEAN system. The four-letter combination serves as the Center's official evaluation of the test. For example: Acme Reading Test (GFPF). It should be noted that not only are the MEAN criteria in the order of importance to the Center, but that the points possible for each aspect of any criterion reflect the importance placed on that aspect. Should the goals of the reader not coincide with those of the Center, then the MEAN evaluations should be interpreted with different emphasis.

Utilizing the evaluation procedure described above and the MEAN evaluation forms, all published tests that are generally available to educators and psychometrists (about 1,100 scales and

5,400 subscales) were evaluated and adjudicated. The evaluations appear in the bodies of the books in this series.

The MEAN Test Evaluations

In the following sections, all of the evaluative judgments for all available tests are presented. The tabular format is designed to provide a maximum of useful information in an organized and readable manner. Tests can be located by goal or by test name; they can be compared upon any or all of the standard evaluative criteria. The columns on all of the following pages follow the rating criteria in the same order as they have been discussed above. The numbers in the shaded section of each table indicate the range of points in which the judgments could be made, and are supplied in each table merely for reference.

Consistent with the strong commitment of the Center to objective-referenced measurement, each of the three evaluative books (one book each for grades 7-8, 9-10, and 11-12) is organized according to the hierarchy of educational goals outlined in the taxonomy above. To aid the reader, both goal and test name indexes are supplied at the end of this book. All test names are given as they appear on the tests themselves, and not necessarily as they appear in catalogs or common parlance (although such names are referenced in the Index of Tests). Parenthesized letters are publisher abbreviations; Appendix B lists all the pertinent publishers with their most recent addresses.

In conclusion, while the evaluations in this book present a rather bleak picture of the state of present-day evaluative instruments, the test evaluation staff of the Center willingly shoulders the responsibility for omissions, misinterpretations, and errors that may contribute to the bleakness.

SECONDARY GOAL
TEST NAME

[illegible]

TEST NAME

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
		CONTENT		CONSTRUCT		CONCURRENT		PREDICTIVE		COMPREHENSION		INSTRUCTIONS		FORMAT		TIME AND PACING		RECORDING ANSWERS		ADMINISTRATION		SCORING EASE		INTERPRETATION		RELIABILITY		REPLICABILITY		RANGE - COVERAGE		SCORE GRADATION																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
3A. Personal Response to Arts and Crafts		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	

SECONDARY GOAL TEST NAME

SECONDARY GOAL		TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
				CONTENT		CONSTRUCT		CONCURRENT						PREDICTIVE		REAL INTENT GIVEN		COMPREHENSION		INSTRUCTIONS		FORMAT		TIME AND PACING		RECORDING ANSWERS		ADMINISTRATION		SCORING EASE				INTERPRETATION		RELIABILITY		REPLICABILITY		RANGE — COVERAGE		SCORE GRADATION																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
				02	01	02	01	01	01	01	01	02	03	01	02	01	02	01	01	01	01	01	01	01	01	02	01	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01

TEST NAME

[illegible]

SECONDARY GOAL TEST NAME

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES
Rating Range	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPRE- HENSION	INSTRUCTIONS	FORMAT	TIME AND PACING	RECORDING ANSWERS	ADMIN- ISTRATION	SCORING EASE	INTERPRETATION	CAN DECISIONS BE MADE?	RELIABILITY	REPLICABILITY	RANGE - COVERAGE	SCORE GRADATION																			
5a. Motor Vehicle Maintenance and Repair																																					
SPORTSMAN LIKE DRIVING TESTS How the Automobile Runs, Maintenance	(MHB)	0-1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	0	0	0	0	0	0	P G F P							
5b. Economics of Motor Vehicle Purchase																																					
SPORTSMAN LIKE DRIVING TESTS Buying and Insuring the Car	(MHB)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	0	0	2	0	1	0	P G F P						
ENGLISH LANGUAGE ARTS																																					
6. DEVELOPMENTAL READING																																					
IOWA TESTS OF EDUCATIONAL DEVELOPMENT Composite	(SEA)	2	1	1	0	1	0	0	0	2	0	1	2	0	1	1	1	0	0	1	1	1	0	1	2	0	1	0	1	2	P F F G						
PEABODY INDIVIDUAL ACHIEVEMENT TEST (Total)	(ASG)	2	0	1	0	1	0	0	0	2	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	P F F F						
6a. Reading Comprehension Skills																																					
AMERICAN SCHOOL ACHIEVEMENT TEST, READING Reading Comprehension	(BMC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	P G F P						
AMERICAN SCHOOL ACHIEVEMENT TEST, READING Reading Rate	(BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	P G F P						
AMERICAN SCHOOL ACHIEVEMENT TEST, READING (Total)	(BMC)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	P G F P						
ASAP FOUNDATION NEWSPAPER TEST, FORM S-1 (ETS)	(ETS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P G F P						
BRANDYME ACHIEVEMENT TEST IN GEOGRAPHY FOR SECONDARY SCHOOLS Comprehension	(BAT)	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	P F F P						
BUFFALO READING TEST FOR SPEED AND COMPREHENSION Part II	(HS)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	P F F P						
BUFFALO READING TEST FOR SPEED AND COMPREHENSION Part II	(HS)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	P F F P						
BUFFALO READING TEST FOR SPEED AND COMPREHENSION Comprehension (Total)	(HS)	0	0	2	0	0	0	0	0	0	1	1	2	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	P F F P						

SECONDARY GOAL

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[illegible]

SECONDARY GOAL

46

SECONDARY GOAL TEST NAME

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
		CONTENT			CONSTRUCT			CONCURRENT		PREDICTIVE		REAL INTENT GIVEN					COMPREHENSION		INSTRUCTIONS			FORMAT		TIME AND PACING			RECORDING ANSWERS		ADMINISTRATIVE			SCORING EASE		INTERPRETATION				RELIABILITY		REPLICABILITY		RANGE - COVERAGE		SCORE GRADATION																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Oligerent	Factorial	Experimental			Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	Testing Group Size	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test - Retest	Internal Consistency	Alternate Form																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY						EXAMINEE APPROPRIATENESS									ADMINISTRATIVE USABILITY							NORMED TECHNICAL EXCELLENCE				TOTAL LETTER GRADES													
		CONTENT			CONSTRUCT						COMPREHENSION			INSTRUCTIONS			FORMAT			TIME AND PACING			RECORDING ANSWERS			ADMINISTRATION			SCORING EASE			INTERPRETATION			CAN DECISIONS BE MADE?		RELIABILITY		REPLICABILITY		
		% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence				Testing Group Size	Administrator	Time		Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	Test - Retest	Internal Consistency %	Alternate Form	RANGE - COVERAGE	SCORE GRADUATION			
MCGRAW-HILL BASIC SKILLS SYSTEM:	READING TEST	(CTB)	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-2	0-1	0-2	0-1	0-2	0-3	0-3	0-3	0-3	0-1	0-3	0-2	G L P
Skimring and Scanning	Total Test	(CTB)	2	1	2	0	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	2	2	2	2	P G G P
MCGRAW-HILL BASIC SKILLS SYSTEM:	READING TEST	(CTB)	2	1	2	0	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	2	0	1	3	2	2	2	F G F F
MULTIPLE APTITUDE TESTS	Verbal Comprehension	(CTB)	0	1	2	0	1	0	0	0	0	1	1	2	0	1	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	2	0	1	2	0	2	0	P G G F
NELSON-DENRY READING TEST	Comprehension	(HMC)	1	1	2	1	1	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	2	P F F P	
NELSON-DENRY READING TEST	Reading Rate	(HMC)	0	0	2	1	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	2	P F F P	
NORMAL BATTERY	Comprehension	(NTPR)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	0	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	1	2	2	P F F P	
OCCUPATIONAL EXAMINATION	Reading Comprehension (General Level)	(HLC)	0	1	2	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	0	P F F P	
OCCUPATIONAL EXAMINATION	Reading Comprehension (Lower Level)	(HLC)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	1	0	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	0	P F F P	
OCCUPATIONAL EXAMINATION	Reading Comprehension (Senior Level)	(HLC)	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	0	P F F P	
PEABODY INDIVIDUAL ACHIEVEMENT TEST	Reading Comprehension	(AGS)	2	0	2	0	1	0	0	0	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	2	1	1	1	0	0	0	1	2	2	2	P F F P	
READER'S INVENTORY		(CUE)	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	2	1	1	0	0	0	2	0	1	0	0	0	0	0	0	0	0	0	P F F P
READING COMPREHENSION TEST FOR PROSPECTIVE NURSES		(CPS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	2																		

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MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
READING VERSATILITY TEST - INTERMEDIATE	4a. Rate of Scanning	(CVC)	0 0 2 0 1 0 0 0 0 0	0 2 0 1 1 1 0 0 1 1 1 1 1	0 2 0 1 1 1 0 0 1 1 1 1 1	0 0 0 1 0 0	P F F F	
READING VERSATILITY TEST - INTERMEDIATE	4b. Comprehension	(CVC)	0 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 1 0 0	P F F F	
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE	Diagnostic Tests of Specific Skills 11 Completing a Poem	(GC)	2 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 0 0 0	P G F F	
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE	Diagnostic Tests of Specific Skills 11 Perceiving Character Traits	(GC)	2 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 1 0 0 2 0 1 1	0 0 0 0 0 0	P G F F	
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE	Diagnostic Tests of Specific Skills 11 Recognizing Puns	(GC)	2 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 1 0 0 2 0 1 1	0 0 0 0 0 0	P G F F	
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE	Diagnostic Tests of Specific Skills 11 Recognizing the Appropriate Word	(GC)	2 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 0 0 0	P G F F	
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE	Diagnostic Tests of Specific Skills 12 Completing a Poem	(GC)	2 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 0 0 0	P G F F	
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE	Diagnostic Tests of Specific Skills 12 Perceiving Character Traits	(GC)	2 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 1 0 0 2 0 1 1	0 0 0 0 0 0	P G F F	
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE	Diagnostic Tests of Specific Skills 12 Recognizing Puns	(GC)	2 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 1 0 0 2 0 1 1	0 0 0 0 0 0	P G F F	
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE	Diagnostic Tests of Specific Skills 12 Recognizing the Appropriate Word	(GC)	2 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 0 0 0	P G F F	
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE	Growth Test 11	(GC)	2 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 0 0 0	P G F F	
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE	Growth Test 12	(GC)	2 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 0 0 0	P G F F	
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE	Pretest 11	(GC)	2 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 0 0 0	P G F F	
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE	Pretest 12	(GC)	2 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 0 0 0	P G F F	
SCHRAMMEL-GRAY HIGH SCHOOL AND COLLEGE READING TEST	Comprehension - Efficiency	(BMC)	0 1 2 0 1 0 0 0 0 0	0 1 0 0 1 1 0 1 0 1 1 0 1	2 1 1 0 0 1 1 0 1 0	0 0 0 0 2 1	P P P P	
SCHRAMMEL-GRAY HIGH SCHOOL AND COLLEGE READING TEST	Gross Comprehension	(BMC)	0 1 2 0 1 0 0 0 0 0	1 1 0 0 1 1 0 1 0 1 1 0 1	2 1 1 0 0 1 1 0 1 0	0 0 0 0 2 1	P P P P	
SCHRAMMEL-GRAY HIGH SCHOOL AND COLLEGE READING TEST	Reading Rate	(BMC)	0 0 2 0 1 0 0 0 0 0	0 1 0 0 1 1 0 1 0 1 1 0 1	2 1 1 0 0 1 1 0 1 0	0 0 0 0 1 1	P P P P	
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, LEVEL 2	Reading	(ETS)	2 1 1 0 1 0 0 0 2 0	1 2 1 1 1 1 0 0 1 1 1 1 1	2 1 1 2 1 1 1 0 1 1	0 3 3 1 3 2	P G F F	

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SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE- USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES
CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN										ADMINISTRATION										SCORING EASE					RELIABILITY					SCORE GRADATION			
				Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	Testing Group Size	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	Test - Retest	Internal Consistency	Alternate Form	REPLICABILITY		RANGE - COVERAGE		
TRAXLER HIGH SCHOOL READING TEST Story Comprehension	(BMC)	0 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 0 2 2	P F F F																															
TRAXLER HIGH SCHOOL READING TEST Total Comprehension	(BMC)	0 0 2 0 1 0 0 0 0 0	1 1 0 1 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 0 2 2	P F F F																															
TRAXLER HIGH SCHOOL READING TEST Total Score	(BMC)	0 1 2 0 1 0 0 0 0 0	1 1 0 0 1 1 1 0 0 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 3 0 3 2	P F F F																															
6b. Research and Study Skills																																					
BENNETT USE OF LIBRARY TEST	(BEN)	1 0 1 0 1 0 0 0 0 0	1 1 0 0 1 1 1 0 0 0 0 1 1 1	2 1 1 2 1 1 1 0 1 3	0 0 0 1 0 0	P G G P																															
CALIFORNIA STUDY METHODS SURVEY Mechanics of Study	(CTB)	0 0 1 0 1 0 0 0 0 0	1 2 0 1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 1 0 1	P G F P																															
CALIFORNIA STUDY METHODS SURVEY Planning and System	(CTB)	0 0 1 0 1 0 0 0 0 0	1 2 0 1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 1 0 1	P G F P																															
CALIFORNIA STUDY METHODS SURVEY Total	(CTB)	0 0 1 0 1 0 0 0 0 0	0 2 0 1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 1 0 1	P G F P																															
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Study Skills	(CTB)	2 0 2 1 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 2	0 0 0 1 0 0	P G F P																															
COMPREHENSIVE TESTS OF BASIC SKILLS: LEVEL 4, FORMS Q-R Using Reference Materials	(CTB)	1 0 2 0 1 1 0 0 1 1	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 1 1 2 0 1 1	0 0 0 1 2 1	P G G P																															
EFFECTIVE STUDY TEST Examination Behavior	(ESM)	1 0 2 0 1 1 0 0 1 1	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 1 1 2 0 1 1	0 0 0 1 2 1	P G G P																															
EFFECTIVE STUDY TEST Reading Behavior	(ESM)	1 0 2 0 1 1 0 0 1 1	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 1 1 2 0 1 1	0 0 0 1 2 1	P G G P																															
EFFECTIVE STUDY TEST Reality Orientation	(ESN)	1 0 2 0 1 1 0 0 1 1	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 1 1 2 0 1 1	0 0 0 1 1 1	P G G P																															
EFFECTIVE STUDY TEST Study Organization	(ESN)	1 0 2 0 1 1 0 0 1 1	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 1 1 2 0 1 1	0 0 0 1 2 1	P G G P																															
EFFECTIVE STUDY TEST Total Study Effectiveness	(ESN)	1 1 2 0 1 1 0 0 2 2	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 1 1 2 0 1 1	0 0 0 1 2 1	F G G P																															
EFFECTIVE STUDY TEST Writing Behavior	(ESM)	1 0 2 0 1 0 0 0 1 1	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 1 1 2 0 1 1	0 0 0 1 2 1	P G G P																															
IOWA SILENT READING TESTS - LEVEL 2 Directed Reading	(HBJ)	1 1 1 0 1 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 1 1 0 1 0	0 3 0 1 3 2	P F F F																															
IOWA TESTS OF EDUCATIONAL DEVELOPMENT Use of Sources	(SRA)	2 0 2 0 1 0 0 0 2 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 1 1 0 1 2	2 3 0 1 3 2	P F F F																															
LIBRARY SKILLS	(SCP)	0 0 2 0 0 0 0 0 0 0	1 1 0 1 1 1 1 0 0 0 1 0 1 1	2 1 1 1 0 0 2 0 1 0	0 0 0 0 0 0	P F F F																															

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Rating Range:

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES									
		CONTENT		CONSTRUCT		CONCURRENT		PREDICTIVE		REAL INTENT GIVEN		COMPRE- HENSION		INSTRUCTIONS		FORMAT		TIME AND PACING		RECORDING ANSWERS		ADMINI- STRATION		SCORING EASE		INTERPRETATION		CAN DECISIONS BE MADE?		RELIABILITY		REPLICABILITY		SCORE GRADATION												
Rating Range:		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1											
GRAMMAR AND USAGE TEST SERIES Word Usage (Senior High)		(PFC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	P F F F					
INTERMEDIATE BATTERY Spelling		(HIPP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	2	2	1	1	2	0	1	2	0	1	0	0	0	0	0	P F F F					
IOWA TESTS OF EDUCATIONAL DEVELOPMENT Language Arts - Spelling		(SBA)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	2	0	3	0	1	2	2	P F F F			
JASTAK TEST Spelling		(RC)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	1	1	1	1	1	0	2	0	1	0	0	0	0	1	1	1	P F F F			
LINCOLN DIAGNOSTIC SPELLING TEST - ADVANCED		(BMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	2	1	1	1	1	0	1	2	0	1	1	0	3	0	0	3	2	P F F F		
McGRAM-HILL BASIC SKILLS SYSTEM: SPELLING TEST		(CTB)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	1	1	2	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P G F F			
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 11 Spelling		(AGS)	0	0	2	0	1	0	0	0	0	0	1	2	1	1	1	0	0	1	1	1	1	1	1	2	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	0	P G F F		
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 12 Spelling		(AGS)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	2	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	0	P F F F		
NATIONAL ACHIEVEMENT TESTS Spelling (10-12)		(PA)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	2	1	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P G F F	
NATIONAL BUSINESS ENTRANCE TESTS Business Fundamentals and General Information Test		(HBEA)	0	1	0	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	0	0	0	P F F F	
NORVAL BATTERY Spelling		(HIPP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	2	2	1	1	2	0	1	2	0	1	0	0	1	0	1	1	2	0	0	0	P F F F
OCCUPATIONAL EXAMINATION Spelling (General Level)		(HLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	1	1	1	2	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	0	0	0	P F F F
OCCUPATIONAL EXAMINATION Spelling (Lower Level)		(HLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	1	0	0	1	0	1	1	1	2	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	0	0	0	P F F F
OCCUPATIONAL EXAMINATION Spelling (Senior Level)		(HLC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	0	0	0	1	0	1	0	1	1	2	2	1	0	2	0	0	2	0	1	0	0	0	0	0	0	0	0	0	0	P F F F
OFFICE ABILITY REVIEW Spelling		(LLA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	2	2	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	P G F F
PEARSON INDIVIDUAL ACHIEVEMENT TEST Spelling		(AGS)	2	0	2	0	1	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	2	1	1	1	0	1	2	1	1	1	1	0	0	0	1	1	2	0	0	P F F F
PURDUE CLERICAL ADAPTABILITY TEST Spelling		(PRF)	0	0	2	0	0	0	0	0	0	1	1	2	0	1	1	1	0	0	1	1	1	1	1	2	2	1	1	2	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	P F F F
PURDUE HIGH SCHOOL ENGLISH TEST Spelling		(HMC)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	0	0	0	P F F F

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TEST NAME	Rating Scale:	MEASUREMENT VALIDITY						EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY						NORMED TECHNICAL EXCELLENCE				TOTAL LETTER GRADES													
		CONTENT			CONSTRUCT			CONCURRENT		PREDICTIVE		REAL INTENT GIVEN		COMPREHENSION		INSTRUCTIONS		FORMAT		TIME AND PACING		RECORDING ANSWERS		ADMINISTRATION		SCORING EASE		INTERPRETATION		RELIABILITY		REPLICABILITY									
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental			Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence		Testing Group Size	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test - Retest	Internal Consistency	Alternate Form	RANGE - COVERAGE	SCORE GRADATION					
ANALYTICAL SURVEY TEST IN ENGLISH FUNDAMENTALS Sentence Structure	(BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	1	0	0	P F F F	
ANALYTICAL SURVEY TEST IN ENGLISH FUNDAMENTALS Total	(BMC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	1	0	0	P F F F		
BUSINESS CAREER APTITUDE TEST Language	(ITT)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	1	1	0	0	1	0	0	1	0	0	P G F F	
BUSINESS CAREER APTITUDE TEST Word Discrimination	(ITT)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	0	0	1	1	0	1	1	0	0	1	0	0	P F F F		
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 5 Language	(CTB)	2	0	2	0	1	0	0	0	0	0	1	2	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	1	2	1	1	1	1	0	3	0	1	3	2	P G G F
CLERICAL SKILLS SERIES 2 Grammar and Punctuation	(ITB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	0	0	0	0	0	0	P G F F	
CLERICAL TESTS Grammar	(STA)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	1	2	1	1	2	0	1	2	0	1	2	0	0	1	0	0	1	0	P F G P
COMPREHENSIVE TESTS OF BASIC SKILLS, LEVEL 4, FORMS Q-R Language	(CTB)	2	1	1	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	1	0	0	1	0	P F F F
COMPREHENSIVE TESTS OF BASIC SKILLS, LEVEL 4, FORMS Q-R Mechanics	(CTB)	2	0	2	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	1	0	0	1	0	P F F F
COMPREHENSIVE TESTS OF BASIC SKILLS, LEVEL 4, FORMS Q-R Language	(CTB)	2	1	1	1	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	2	0	0	1	0	0	1	0	P F F F
COOPERATIVE ENGLISH TESTS English Expression	(ETS)	2	0	1	0	1	0	0	0	0	0	1	2	1	1	1	1	0	1	1	1	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	3	2	P G F F	
DATE/ VOCATIONAL TESTS: BUSINESS ENGLISH TEST	(HMC)	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	1	2	1	1	2	0	1	1	0	3	0	1	3	1	P F G F	
DIAGNOSTIC TEST Capitalization and Punctuation	(SCP)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F F	
DIAGNOSTIC TEST Parts of the Sentence	(SCP)	0	0	2	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	0	2	1	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F F	
DIAGNOSTIC TESTS IN ENGLISH COMPOSITION Capitalization	(BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F F	
DIAGNOSTIC TESTS IN ENGLISH COMPOSITION Grammar	(BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F F	
DIAGNOSTIC TESTS IN ENGLISH COMPOSITION Punctuation	(BMC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	P F F F	
DIFFERENTIAL APTITUDE TESTS Language Usage Part II: Grammar	(PC)	0	0	2	0	1	0	0	0	2	2	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	3	1	P G F F	

[illegible]

TEST NAME

[illegible]

[illegible]

SECONDARY GOAL

[illegible]

SECONDARY GOAL

TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES																																	
Rating Range	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test - Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE - COVERAGE	SCORE GRADATION	Grade			
9f. Personal Writing																																									
9g. Creative Writing																																									
SIMILES																																									
10. FORMS OF LITERATURE																																									
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 11 Total Test																																									
10A. Knowledge and Understanding of Literature																																									
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 11 Literary Identification																																									
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 12 Interpretation of Literature																																									
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Language Arts Grade 12 Literature																																									
POETRY TEST: SENIOR HIGH SCHOOL																																									
10B. Sources of Literature																																									
A MIDSUMMER NIGHT'S DREAM																																									
A TALE OF TWO CITIES																																									
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS English XI																																									
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS English XII																																									
AMERICAN LITERATURE ANTHOLOGY TEST Civil War and the Westward Movement																																									
AMERICAN LITERATURE ANTHOLOGY TEST Colonial Times and Making of a Nation																																									
AMERICAN LITERATURE ANTHOLOGY TEST Final Test																																									

SECONDARY GOAL

TEST NAME

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SECONDARY GOAL
TEST NAME

[illegible]

SECONDARY GOAL
TEST NAME

[illegible]

[illegible]

GRADES $\frac{\text{ELEVEN}}{\text{TWELVE}}$ — 33



ERIC
Full Text Provided by ERIC

SECONDARY GOAL
TEST NAME

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
		CONTENT		CONSTRUCT		CONCURRENT		PREDICTIVE		REAL INTENT GIVEN		COMPREHENSION		INSTRUCTIONS		FORMAT		TIME AND PACING		RECORDING ANSWERS		ADMINISTRATION		SCORING EASE		INTERPRETATION		CAN DECISIONS BE MADE?		RELIABILITY		REPLICABILITY		SCORE GRADATION																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1		0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1

SECONDARY GOAL
TEST NAME

[illegible]

SECONDARY GOAL

TEST NAME

[illegible]

SECONDARY GOAL TEST NAME		Rating Range:		
0-2	Item Selection	MEASUREMENT VALIDITY	CONTENT	
0-1	% Goal Assessed			
0-2	% Items Belonging			
0-1	Empirical Item Sel.			
0-1	Theoretical			CONSTRUCT
0-1	Divergent			
0-1	Factorial			
0-1	Experimental			
0-2	CONCURRENT			
0-3	PREDICTIVE			
0-1	REAL INTENT GIVEN			
0-2	Item Appropriateness	EXAMINEE APPROPRIATENESS	COMPRE- HENSION	
0-2	Item Difficulties			
0-1	Item Relevance			
0-1	Concepts, Vocabulary			INSTRUCTIONS
0-1	Task Aspects			
0-1	Administration			
0-1	Sample Items			
0-1	Page Layout			FORMAT
0-1	Illustration/Print			
0-1	Item Coherence			
0-1	TIME AND PACING			
0-1	RECORDING ANSWERS			
0-2	Testing Group Size	ADMINI- STRATION		
0-1	Administrator			
0-1	Time			
0-2	SCORING EASE		INTERPRETATION	
0-1	Norm Range-			
0-1	Score Interpretation			
0-2	Score Conversion			
0-1	Norm Group			
0-1	Score Interpreter			
0-3	CAN DECISIONS BE MADE?			
0-3	Test -- Retest	RELIABILITY		
0-3	Internal Consistency			
0-3	Alternate Form			
0-1	REPLICABILITY		NORMED TECHNICAL EXCELLENCE	
0-3	RANGE -- COVERAGE			
0-2	SCORE GRADATION			
G F P	TOTAL LETTER GRADES			

[illegible]

SECONDARY GOAL

TEST NAME

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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SECONDARY GOAL
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SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES				
		CONTENT		CONSTRUCT		CONCURRENT		PREDICTIVE		REAL INTENT GIVEN		COMPREHENSION		INSTRUCTIONS		FORMAT		TIME AND PACING		RECORDING ANSWERS		ADMINISTRATION		SCORING EASE		INTERPRETATION		CAN DECISIONS BE MADE?		RELIABILITY		REPLICABILITY		RANGE - COVERAGE		SCORE GRADATION					
		% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical Divergent	Factorial Experimental			Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	Testing Group Size	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	Test - Retest	Internal Consistency	Alternate Form		RANGE - COVERAGE	SCORE GRADATION									
ACADEMIC APTITUDE TEST General Information	(PA)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	2	1	2	0	1	1	0	0	0	0	0	0	1	3	1	P-F-F-P			
AHQ GROUP TEST OF GENERAL INTELLIGENCE Part I	(NFER)	1	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	1	1	1	0	1	2	1	1	2	0	1	0	0	0	0	0	0	0	0	P-F-F-P				
AMERICAN LITERACY TEST	(PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	1	2	1	2	0	1	2	0	1	0	0	0	1	0	0	P-F-F-P			
AMERICAN SCHOOL ACHIEVEMENT TEST, READING Vocabulary	(BNC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	1	1	0	0	1	2	0	1	0	0	0	1	3	2	P-G-F-P			
ANALYSIS OF LEARNING POTENTIAL, ADVANCED II BATTERY General Composite Standard Score	(HBJ)	0	0	0	0	0	0	0	0	2	2	0	1	0	1	1	0	0	1	1	1	0	1	2	1	0	2	0	1	1	0	1	1	0	3	3	1	3	P-F-F-G		
ANALYSIS OF LEARNING POTENTIAL, ADVANCED II BATTERY Reading Composite Prognostic Score	(HBJ)	0	0	1	0	0	0	0	0	2	0	0	1	1	1	1	1	1	0	1	1	1	0	1	2	1	2	0	1	1	0	1	1	0	3	3	1	3	P-F-F-G		
APTITUDE TEST C.P. 66. Total	(NFER)	0	0	0	0	0	0	0	0	1	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	P-F-F-F		
APTITUDE TEST C.P. 66. Verbal	(NFER)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	1	0	0	P-F-F-P		
ARMY GENERAL CLASSIFICATION TEST - FIRST CIVILIAN EDITION	(SRQ)	0	0	1	0	0	0	0	0	0	2	0	1	2	0	1	0	1	0	1	1	0	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	3	2	P-F-F-P	
ARMY GROUP EXAMINATION ALPHA, SCHRAEGEL-BRANDEN REVISION	(BEH)	0	1	1	0	1	0	0	0	0	0	0	0	1	0	0	1	1	0	1	0	1	1	2	1	1	2	1	1	1	0	1	1	0	0	0	1	3	1	P-P-F-P	
BITCH TEST (BLACK INTELLIGENCE TEST OF CULTURAL HOMOGENEITY)	(RLW)	1	0	2	0	1	1	0	0	1	0	1	1	0	1	1	0	0	0	1	1	1	1	2	1	1	2	0	0	1	0	1	1	2	3	0	3	1	P-F-F-F		
BRUCE VOCABULARY INVENTORY	(TB)	1	0	2	0	1	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	0	0	0	P-G-F-P	
BURNETT READING SERIES SURVEY TEST - SENIOR Word Meaning	(STS)	1	0	2	0	1	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	3	2	P-G-F-P		
BUSINESS CAREER APTITUDE TEST L-Score Thurstone Test of Mental Alertness	(ITT)	0	0	2	0	0	0	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	0	1	2	1	1	2	0	1	1	0	0	0	1	0	1	1	P-F-F-P		
BUSINESS CAREER APTITUDE TEST Total	(ITT)	0	0	1	0	0	0	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	0	1	2	1	1	2	0	1	1	0	0	0	1	0	0	1	P-F-F-P	
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 5 Reading Vocabulary	(CTB)	2	1	2	0	1	0	0	0	0	0	0	1	2	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	1	1	1	1	0	3	0	1	1	2	P-G-F-P
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 4 Language	(CTB)	1	0	1	1	1	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	2	0	0	1	3	2	P-G-F-F	
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 4 Verbal Concepts	(CTB)	1	0	2	1	2	0	1	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P-G-F-F	

SECONDARY GOAL

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Grade	Test Name	CONTENT		CONSTRUCT		CONCURRENT		PREDICTIVE		REAL INTENT GIVEN		COMPREHENSION		INSTRUCTIONS		FORMAT		TIME AND PACING		RECORDING ANSWERS		ADMINISTRATION		SCORING EASE		INTERPRETATION		CAN DECISIONS BE MADE?		RELIABILITY		REPLICABILITY		RANGE - COVERAGE		SCORE GRADATION			
		% Goal Assessed	% Items Belonging	Empirical/Item Sel.	Theoretical	Divergent	Factorial	Experimental	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	Testing Group Size	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	Test - Retest	Internal Consistency	Alternate Form	Range - Coverage	Score Gradation								
(ET5)	COOPERATIVE ENGLISH TESTS - READING COMPREHENSION Vocabulary	1	0	2	0	1	0	0	0	0	0	1	2	1	1	1	0	1	1	1	0	1	2	1	1	1	0	1	1	0	0	0	1	1	2	P G F P			
(ET4)	COOPERATIVE INTER-AMERICAN TESTS - TESTS OF GENERAL ABILITY: ADVANCED Verbal	1	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	0	0	0	1	0	0	P F F P			
(ET4)	COOPERATIVE INTER-AMERICAN TESTS - TESTS OF LANGUAGE USAGE: ACTIVE VOCABULARY AND EXPRESSION Active Vocabulary	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	0	1	1	1	0	0	1	2	0	0	2	0	1	0	0	0	2	0	1	0	P F F P		
(ET4)	COOPERATIVE INTER-AMERICAN TESTS - TESTS OF LANGUAGE USAGE: ACTIVE VOCABULARY AND EXPRESSION Total	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	0	1	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	1	0	P F F P		
(ET4)	COOPERATIVE INTER-AMERICAN TESTS - TESTS OF READING: ADVANCED Vocabulary	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	2	1	2	0	0	2	0	1	0	0	0	1	0	0	P F F P		
(GTA)	COOPERATIVE INTER-AMERICAN TESTS - TESTS OF SOCIAL STUDIES: VOCABULARY AND INTERPRETATION OF READING MATERIALS Total	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	1	0	P F F P		
(GTA)	COOPERATIVE INTER-AMERICAN TESTS - TESTS OF SOCIAL STUDIES: VOCABULARY AND INTERPRETATION OF READING MATERIALS Vocabulary	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	0	2	1	1	2	0	0	2	0	1	0	0	0	1	0	P F F P		
(PA)	CURTIS VERBAL-CLERICAL SKILLS TEST Comprehension	0	0	2	0	1	0	0	0	0	0	1	2	0	0	1	1	0	0	1	1	1	2	1	2	0	1	2	0	0	0	1	2	2	2	2	P F G P		
(HMC)	DARLEY VOCATIONAL TESTS: TECHNICAL AND SCHOLASTIC TEST Vocabulary	0	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	1	1	2	0	1	1	0	2	0	1	3	1	P F F P			
(BHC)	DETROIT GENERAL APTITUDES EXAMINATION Information	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	0	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P P G P			
(BHC)	DETROIT GENERAL APTITUDES EXAMINATION Mechanical Aptitude Mechanical Information	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	0	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P P G P			
(BHC)	DETROIT GENERAL APTITUDES EXAMINATION Opposites	0	0	2	0	0	0	0	0	0	0	0	2	1	1	1	0	0	1	1	1	2	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P F G P		
(BHC)	DETROIT GENERAL APTITUDES EXAMINATION Tool Information	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	0	1	2	1	1	1	2	0	1	1	0	0	0	1	0	2	P F G P			
(BHC)	DETROIT GENERAL APTITUDES EXAMINATION Tool Recognition	0	0	2	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	0	1	2	1	1	2	0	1	1	0	0	0	1	0	2	P P G P			
(BHC)	DETROIT RETAIL SELLING INVENTORY Intelligence	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	2	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P		
(BHC)	DETROIT TESTS OF LEARNING APTITUDE Free Association	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	0	1	2	0	0	0	0	0	0	1	P F P P			
(BHC)	DETROIT TESTS OF LEARNING APTITUDE Orientation	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	1	0	1	2	0	0	0	0	0	0	1	P F P P			
(BHC)	DETROIT TESTS OF LEARNING APTITUDE Social Adjustment B	0	0	2	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	2	0	0	0	0	0	0	1	P F P P			

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SECONDARY GOAL TEST NAME

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS ¹										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
TEST NAME	Rating Range	CONTENT					CONSTRUCT					CONCURRENT					PREDICTIVE					REAL INTENT GIVEN					COMPARE HENSION					INSTRUCTIONS						FORMAT					TIME AND PACING					RECORDING ANSWERS					ADMINI- STRATION					SCORING EASE					INTERPRETATION					CAN DECISIONS BE MADE?					RELIABILITY					REPLICABILITY					RANGE - COVERAGE					SCORE GRADATION																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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SECONDARY GOAL

TEST NAME

[illegible]

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY					EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY							NORMED TECHNICAL EXCELLENCE				TOTAL LETTER GRADES
Rating Range:	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION	INSTRUCTIONS	FORMAT	TIME AND PACING	RECORDING ANSWERS	ADMINISTRATOR	SCORING EASE	INTERPRETATION	CAN DECISIONS BE MADE?	RELIABILITY	REPLICABILITY	RANGE - COVERAGE	SCORE GRADATION										
																			% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	Item Appropriateness	Item Difficulties	Item Relevance
DETROIT GENERAL ABILITIES EXAMINATION Reading (BMC)	0 0 2 0 0 0 0 0 0 0	0 1 0 1 1 1 0 1 1 1 1 0 1	2 1 1 2 1 1 2 0 1 1	0 0 0 1 0 2	P F G P																							
EDUCATIONAL SKILLS TESTS: COLLEGE EDITION English Comprehension I (CTB)	0 0 2 0 1 0 0 0 0 0	1 1 0 1 1 1 0 1 1 1 1 0 1	2 1 1 2 0 1 2 0 1 1	0 0 0 0 0 0	P F F P																							
KUHLMANN-ANDERSON TEST - BOOKLET H Verbal Score (PP)	0 1 1 1 0 0 0 0 0 2 0	1 2 0 1 1 1 0 1 1 1 1 1 0 0	2 1 1 2 0 1 2 0 1 0	0 0 0 1 3 2	P F F P																							
LANGUAGE FACILITY TEST (MC)	0 0 2 0 1 0 0 0 0 0 0	1 0 0 1 1 1 0 0 1 1 1 1 1 1	0 1 1 0 0 1 2 0 1 0	0 0 0 0 0 0	P F F P																							
McGRAM-HILL BASIC SKILLS SYSTEM: STUDY SKILLS TEST Underlining (CTB)	1 0 1 0 0 0 0 0 0 0 0	1 2 2 1 1 1 0 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 2	0 0 0 1 3 2	P G G P																							
MISSING CARTOONS (SPS)	0 0 2 0 1 0 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 1 0 0	P F F P																							
MISSING PICTURES (SPS)	0 0 2 0 1 0 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 1 0 0	P F F P																							
PICTORIAL COMPLETION TEST II (CHS)	0 0 2 0 1 0 0 0 0 0 0	1 1 0 1 1 1 0 1 1 0 1 1 1 1	0 1 1 1 1 0 2 0 1 0	0 0 0 1 1 0	P F F P																							
POINT SCALE OF PERFORMANCE TESTS - REVISED FORM II Healy Picture Completion Test II (PC)	0 0 2 0 0 0 0 0 0 0 0	0 1 0 1 0 0 0 0 1 0 1 1 1 1	0 0 1 1 0 0 2 0 0 0	0 0 0 0 0 0	P P P P																							
PROVERBS TEST - BEST ANSWER FORM (PTS)	0 0 2 0 1 0 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1 1 1 1 1	2 1 1 2 0 0 2 0 0 0	0 0 0 0 0 0	P F F P																							
PROVERBS TEST - FORM I (PTS)	0 0 2 0 1 0 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1 1 1 1 1	2 1 1 0 0 0 2 0 0 0	0 0 0 0 0 0	P F F P																							
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills II Recognizing Systematic Organization (GC)	2 1 2 0 1 0 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 1 0 0	P G F P																							
RESPONDING: GINN INTERRELATED SEQUENCES IN LITERATURE Diagnostic Tests of Specific Skills II Recognizing Systematic Organization (GC)	2 1 2 0 1 0 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 1 0 0	P G F P																							
SCHONELL DIAGNOSTIC ENGLISH TESTS English Usage (OB)	0 0 1 0 1 0 0 0 0 0 0	1 1 0 1 1 1 0 1 1 1 1 1 1 1	2 1 1 1 0 0 2 0 1 0	0 0 0 0 0 0	P F F P																							
SOCIAL-COGNITION COMPOSITE (CARTOON PREDICTIONS + EXPRESSION GROUPING + MISSING CARTOONS + SOCIAL TRANSLATIONS) (SPS)	0 0 1 0 1 0 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 1 0 0	P F F P																							
WECHSLER ADULT INTELLIGENCE SCALE Similarities (PC)	0 0 2 0 0 0 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1 1	0 0 1 0 0 0 1 1 0 0	0 0 0 1 3 2	P F F P																							
26. MEMORY																												

~~TEST NAME~~



ERIC
Full Text Provided by ERIC

SECONDARY GOAL TEST NAME							MEASUREMENT VALIDITY								EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY									NORMED TECHNICAL EXCELLENCE						
	Rating Range	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION	INSTRUCTIONS	FORMAT	TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION	SCORING EASE	INTERPRETATION	CAN DECISIONS BE MADE?	RELIABILITY	REPLICABILITY	RANGE - COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES																				
MATHEMATICAL AND TECHNICAL TEST Remembering Drawings	(GH)	0 1 2 0 0 0 0 0 0 0	0 1 2 0 1 1 1 0 1 1 1 1 1	2 1 1 0 0 0 0 0 0 0	0 0 0 0 0 0 0	P G P P																																		
MEMORY-FOR-DESIGNS TEST	(PTS)	0 0 2 0 0 0 0 0 0 0	0 2 0 1 1 1 0 0 1 1 1 1 1	0 0 1 0 1 0 2 0 0 0	0 0 0 0 0 0 0	P F P P																																		
OHIO CLASSIFICATION TEST Memory Span	(PA)	0 0 2 0 0 0 0 0 0 0	0 2 0 1 1 1 0 0 1 0 1 0 1	2 1 1 1 0 1 1 0 1 0	0 0 0 0 0 0 0	P F F P																																		
POINT SCALE OF PERFORMANCE TESTS - REVISED FORM II Knox Cube Test (Arthur Revision)	(PC)	0 0 2 0 0 0 0 0 0 0	0 1 0 1 0 0 0 1 1 1 1 1 1	0 0 1 1 0 0 2 0 0 0	0 0 0 0 0 0 0	P F P P																																		
TEST FOR ABILITY TO SELL Memory for Names and Faces	(CPS)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 0 0 1 0 1 1 1	2 1 1 1 0 0 2 0 1 0	0 0 0 0 0 0 0	P F F P																																		
TURSE SHORTHAND APTITUDE TEST Symbol Transcription	(HB3)	1 0 2 0 1 0 0 0 1 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 1 0 1 2 0 1 0	0 3 0 1 0 0	P G F P																																		
WECHSLER ADULT INTELLIGENCE SCALE Digit Span	(PC)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1	0 0 1 2 0 0 1 1 0 0	0 0 0 1 3 2	P F P P																																		
<i>2GB. Meaningful Memory</i>																																								
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 4 Memory	(GTB)	1 1 2 1 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 2	0 0 0 0 1 1 2	P G G P																																		
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 5 Memory	(CTB)	1 1 2 1 1 0 0 0 0 0	1 2 1 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 2	0 1 0 1 1 2	P G G P																																		
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 4 Memory	(CTB)	1 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 1 2 1 0 1	0 0 0 1 1 2	P G F P																																		
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 5 Memory	(CTB)	1 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 1 1 2 0 1 1	0 0 0 1 1 2	P G G P																																		
CAREER DABBY CHUNKED READING TEST Efficiency	(AIR)	1 1 2 0 1 0 0 0 0 0	1 2 0 1 0 1 0 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 1 0 0	P G G P																																		
DETROIT TESTS OF LEARNING APTITUDE Auditory Attention Span for Related Syllables	(BHC)	0 1 2 0 0 0 0 0 0 0	0 2 0 1 1 1 0 0 1 1 1 1 1	0 0 1 1 1 1 2 0 0 0	0 0 0 0 0 0	P G F P																																		
DETROIT TESTS OF LEARNING APTITUDE Oral Comprehension	(BHC)	0 0 1 0 0 0 0 0 0 0	0 0 0 0 1 1 0 0 1 1 1 1 1	0 0 1 1 0 0 1 2 0 0	0 0 0 0 0 1	P P P P																																		
GILLILAND LEARNING POTENTIAL EXAMINATION Listening Comprehension	(HRP)	0 0 1 0 0 0 0 0 0 0	1 0 0 0 1 1 0 1 1 0 1 1 1	2 1 1 1 0 0 2 0 1 0	0 0 0 1 0 0	P F F P																																		
MEMORY FOR EVENTS	(SPS)	0 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 0 0	P G F P																																		
MEMORY FOR MEANINGS	(SPS)	0 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 0 0	P G F P																																		

TEST NAME

[illegible]

SECONDARY GOAL TEST NAME						MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS								ADMINISTRATIVE USABILITY									NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES
						CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION	INSTRUCTIONS	FORMAT	TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION	SCORING EASE	INTERPRETATION	CAN DECISIONS BE MADE?	Test Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE - COVERAGE	SCORE GRADATION	G.L.A.									
EVALUATION APTITUDE TEST Part A	(PA)	0	0	2	0	1	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	0	1	0	1	0	0	0	0	1	1	1	PFFP		
EVALUATION APTITUDE TEST Part B	(PA)	0	0	2	0	1	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	0	0	0	0	1	1	PFFP			
EVALUATION APTITUDE TEST Total	(PA)	0	0	2	0	1	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	1	0	1	0	0	0	1	1	1	PFFP			
KAHN TEST OF SYMBOL ARRANGEMENT	(PTS)	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	0	0	0	PFFP			
LOGICAL REASONING Part I	(SPS)	1	1	2	0	1	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	1	1	1	0	2	0	1	1	2	PFFP		
LOGICAL REASONING Part II	(SPS)	1	1	2	0	1	0	0	0	0	1	2	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	2	0	1	0	0	PFFP		
LOGICAL REASONING Total	(SPS)	1	1	2	0	1	0	0	0	0	1	2	0	1	0	1	0	1	1	1	1	1	1	1	1	1	0	3	0	1	2	2	PFFF		
MATHEMATICAL AND TECHNICAL TEST Geometrical Figures	(GH)	0	0	1	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	0	0	0	0	0	0	PGPP			
MEASUREMENT OF SKILLS Skill in Thinking	(AWA)	0	0	2	0	0	0	1	1	0	1	2	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0	PGFP		
PINSEUR LANGUAGE APTITUDE BATTERY Language Analysis	(HB)	0	0	2	0	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0	PGFP		
REASONING TESTS FOR HIGHER LEVELS OF INTELLIGENCE	(OB)	0	1	2	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	0	1	1	1	1	0	0	0	0	1	0	PFFP		
SCHUBERT GENERAL ABILITY BATTERY Logical Answers	(HS)	0	0	2	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	2	1	PFFP		
SHIP DESTINATION TEST	(SPS)	0	1	2	0	1	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	0	0	1	0	PFFP		
VERBAL REASONING	(IRC)	0	0	2	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	PGFP		
27B. Inductive Reasoning																																			
ACADEMIC APTITUDE TEST Comprehension of Relations	(PA)	1	0	1	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	0	0	0	1	0	1	PFFP		
ACADEMIC APTITUDE TEST Non-Verbal Intelligence	(PA)	1	0	1	0	1	0	0	0	0	1	2	0																						

TEST NAME

[illegible]

61

99

SECONDARY GOAL

[illegible]

GRADE $\frac{\text{ELEVEN}}{\text{TWELVE}}$ —

[illegible]

TOTAL LETTER GRADES102

SECONDARY GOAL
TEST NAME

[illegible]

SECONDARY GOAL
TEST NAME

[illegible]

SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Item Selection	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
% Goal Assessed	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
% Item's Belonging	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Empirical Item Sel.	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Theoretical	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Divergent	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Factorial	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Experimental	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
REAL INTENT GIVEN	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1
Item Appropriateness	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1
Item Difficulties	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1
Item Relevance	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Concepts, Vocabulary,	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Task Aspects	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Administration	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Sample Items	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Page Layout	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Illustration/Print	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Item Coherence	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
TIME AND PACING	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
RECORDING ANSWERS	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Testing Group Size	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Administrator	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Time	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
SCORING EASE	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Norm Range	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Score Interpretation	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Score Conversion	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Norm Group	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Score Interpreter	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
CAN DECISIONS BE MADE?	0-3	0-3	0-3	0-3	0-3	0-3	0-3	0-3
Test - Retest	0-3	0-3	0-3	0-3	0-3	0-3	0-3	0-3
Internal Consistency	0-3	0-3	0-3	0-3	0-3	0-3	0-3	0-3
Alternate Form	0-3	0-3	0-3	0-3	0-3	0-3	0-3	0-3
REPLICABILITY	0-3	0-3	0-3	0-3	0-3	0-3	0-3	0-3
RANGE - COVERAGE	0-3	0-3	0-3	0-3	0-3	0-3	0-3	0-3
SCORE GRADATION	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2
28a. Mental Alertness Inventory Total	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
28b. Mental Alertness Inventory Verbal	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
28. Creativity	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
28a. Ingenuity	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Classroom Behavior Inventory Academic Ability	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Consequences Originality	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Flanagan Industrial Tests Ingenuity	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
New Uses	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Plot Titles Originality	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Thinking Creatively with Sounds and Words Onomatopoeia and Images	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Thinking Creatively with Sounds and Words Sounds and Images	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Torrance Tests of Creative Thinking: Thinking Creatively with Pictures	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Torrance Tests of Creative Thinking: Thinking Creatively with Pictures	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Torrance Tests of Creative Thinking: Thinking Creatively with Words	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
28a. Flexibility	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Alternate Uses	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Match Problems	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Pertinent Questions	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2

SECONDARY GOAL
TEST NAME

[illegible]

SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-2	0-1	0-1
SEEING PROBLEMS (SPS)	0 0 2 0 1 0 0 0 0 0	0 2 0 1 1 0 1 1 1 1	1 0 1	0 2 0 1 1 1 0 1 1 1	0 2 0 1 1 1 0 1 1 1	2 1 1 0 0 1 2 0 1 0	0 0 0 1 0 0	P F F P
SIMILE INTERPRETATIONS (SPS)	0 1 2 0 1 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1	1 1 1	0 2 0 1 1 1 0 1 1 1	0 2 0 1 1 1 0 1 1 1	2 1 1 0 0 1 2 0 1 0	0 0 0 1 0 0	P F F P
SKETCHES (SPS)	0 0 2 0 1 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1	1 1 1	0 2 0 1 1 1 0 1 1 1	0 2 0 1 1 1 0 1 1 1	2 1 1 0 0 1 2 0 1 0	0 0 0 1 0 0	P F F P
TEST OF CREATIVE POTENTIAL License Plate Words (H)	1 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1	1 1 1	1 2 0 1 1 1 0 1 1 1	1 2 0 1 1 1 0 1 1 1	2 1 1 0 0 2 0 1 0	0 0 0 1 0 0	P G F P
TEST OF CREATIVE POTENTIAL Picture Decoration (H)	1 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1	1 1 1	1 2 0 1 1 1 0 1 1 1	1 2 0 1 1 1 0 1 1 1	2 1 1 0 0 2 0 1 0	0 0 0 1 0 0	P G F P
TEST OF CREATIVE POTENTIAL Total (H)	1 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1	1 1 1	1 2 0 1 1 1 0 1 1 1	1 2 0 1 1 1 0 1 1 1	2 1 1 0 0 2 0 1 0	0 0 0 1 3 2	P G F P
TEST OF CREATIVE POTENTIAL Writing Words (H)	1 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1	1 1 1	1 2 0 1 1 1 0 1 1 1	1 2 0 1 1 1 0 1 1 1	2 1 1 0 0 2 0 1 0	0 0 0 1 0 0	P G F P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH PICTURES Figure 1 Elaboration (PP)	1 1 2 0 1 0 0 1 0 0	1 1 0 1 1 1 0 0 1 0	1 1 1	1 1 0 1 1 1 0 0 1 0	1 1 0 1 1 1 0 0 1 0	2 1 1 0 0 2 0 0 0	0 0 0 1 0 0	P F F P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH PICTURES Figure 1 Fluency (PP)	1 1 2 0 1 0 0 1 0 0	1 1 0 1 1 1 0 0 1 0	1 1 1	1 1 0 1 1 1 0 0 1 0	1 1 0 1 1 1 0 0 1 0	2 1 1 0 0 2 0 0 0	0 0 0 1 1 0	P F F P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH WORDS Verbal Elaboration (PP)	1 0 2 0 1 0 0 1 0 0	1 0 0 1 1 1 0 0 1 0	1 1 1	1 0 0 1 1 1 0 0 1 0	1 0 0 1 1 1 0 0 1 0	2 1 1 0 0 2 0 0 0	0 0 0 1 0 0	P F F P
TORRANCE TESTS OF CREATIVE THINKING: THINKING CREATIVELY WITH WORDS Verbal Fluency (PP)	1 1 2 0 1 0 0 1 0 0	1 0 0 1 1 1 0 0 1 0	1 1 1	1 0 0 1 1 1 0 0 1 0	1 0 0 1 1 1 0 0 1 0	2 1 1 0 0 2 0 0 0	0 0 0 1 0 0	P F F P
UTILITY TEST: DMU (Divergent Production of Semantic Units) (SPS)	0 0 2 0 1 0 1 0 0 0	0 2 0 1 1 1 0 0 1 1	1 1 1	0 2 0 1 1 1 0 0 1 1	0 2 0 1 1 1 0 0 1 1	2 1 1 0 0 2 0 1 0	0 1 0 1 3 1	P F F P
WORD FLUENCY - FORM A (SPS)	0 0 2 0 1 0 0 0 0 0	0 2 0 1 1 1 0 0 1 1	1 1 1	0 2 0 1 1 1 0 0 1 1	0 2 0 1 1 1 0 0 1 1	2 1 1 0 0 2 0 1 0	0 0 0 1 0 0	P F F P
29. EVALUATION								
SOCIAL INTELLIGENCE TEST - SHORT EDITION (CPS)	0 1 2 0 0 0 0 0 0 0	0 2 0 1 1 1 0 0 1 1	1 0 1	0 2 0 1 1 1 0 0 1 1	0 2 0 1 1 1 0 0 1 1	2 1 1 2 0 1 1 0 1 0	0 2 0 1 3 1	P F F P
SOCIAL INTELLIGENCE TEST - SECOND EDITION (CPS)	0 1 2 0 0 0 0 0 0 0	0 2 0 1 1 1 0 0 1 0	1 0 1	0 2 0 1 1 1 0 0 1 0	0 2 0 1 1 1 0 0 1 0	2 1 1 2 0 1 1 0 1 0	0 0 0 1 3 1	P F F P
SOCIAL INTELLIGENCE TEST - SP EDITION (CPS)	0 1 2 0 0 0 0 0 0 0	0 2 0 1 1 1 0 0 1 1	1 0 1	0 2 0 1 1 1 0 0 1 1	0 2 0 1 1 1 0 0 1 1	2 1 1 2 0 1 1 0 1 0	0 0 0 1 3 1	P F F P

TEST NAME

[illegible]

[illegible]

SECONDARY GOAL		TEST NAME	
MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS	
Item Selection	CONTENT CONSTRUCT	Item Appropriateness	COMPRE- HENSION INSTRUCTIONS FORMAT
% Goal Assessed		Item Difficulties	
% Items Belonging		Item Relevance	
Empirical Item Sel.		Concepts, Vocabulary	
Theoretical		Task Aspects	
Divergent		Administration	
Factorial		Sample Items	
Experimental		Page Layout	
CONCURRENT		Illustration/Print	
PREDICTIVE		Item Coherence	
REAL INTENT GIVEN		TIME AND PACING	
		RECORDING ANSWERS	
Testing Group Size		ADMINI- STRATION	ADMINISTRATIVE USABILITY
Administrator			
Time			
SCORING EASE		INTERPRETATION	
Norm Range			
Score Interpretation			
Score Conversion			
Norm Group			
Score Interpretor			
CAN DECISIONS BE MADE?		RELIABILITY	
Test - Retest			
Internal Consistency			
Alternate Form			
REPLICABILITY		NORMED TECHNICAL EXCELLENCE	
RANGE - COVERAGE			
SCORE GRADATION			
TOTAL LETTER GRADES			

110

SECONDARY GOAL TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE				TOTAL LETTER GRADES			
	CONTENT					CONSTRUCT					REAL INTENT GIVEN					COMPREHENSION					INSTRUCTIONS					FORMAT					TIME AND PACING							
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	RECORDING ANSWERS	Testing Group Size	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test - Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE - COVERAGE	SCORE GRADATION		
Rating Range	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-1	0-1	0-2			
ANALYTICAL SURVEY TEST IN COMPUTATIONAL ARITHMETIC (Total)	(BMC)	0	0	2	0	1	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	4	2	1	1	1	0	2	0	1	0	0	0	0	0	0	0	PFFP
APPRAISAL OF OCCUPATIONAL APPTITUDES (Arithmetic) Computation and Reasoning	(HMC)	0	1	2	0	1	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	1	0	0	P6FP
ARITHMETIC REVIEW	(LLA)	0	0	2	0	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	0	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	PFFP
ARITHMETIC TEST FOR PROSPECTIVE NURSES	(CPS)	0	0	2	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	0	1	2	1	1	2	0	1	2	0	1	0	0	0	0	3	2	PFFP
ARMY ALPHA EXAMINATION - FIRST NEBRASKA EDITION (Numerical)	(SPS)	0	0	1	0	0	0	0	0	0	0	1	0	1	1	0	1	1	1	0	1	2	1	1	2	0	1	1	0	1	0	0	0	1	0	0	0	PFFP
BASIC SKILLS IN ARITHMETIC	(SRA)	2	1	2	0	1	0	0	0	0	1	2	0	1	1	0	0	1	1	0	1	2	1	0	2	0	1	2	0	1	1	0	3	0	1	2	PFFP	
BRIEF SURVEY TEST OF ARITHMETIC SKILLS (Computation)	(BMC)	0	1	2	0	1	0	0	0	0	1	2	0	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	2	0	1	0	0	0	1	3	2	PFFP
BRIEF SURVEY TEST OF ARITHMETIC SKILLS (Reasoning)	(BMC)	0	0	2	0	1	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	1	1	2	PFFP
BRIEF SURVEY TEST OF ARITHMETIC SKILLS (Total)	(BMC)	0	1	2	0	1	0	0	0	0	1	2	0	1	1	0	0	1	1	1	0	1	2	1	1	1	0	1	2	0	1	0	0	0	1	3	2	PFFP
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 5 (Mathematics)	(CTB)	2	1	2	0	1	0	0	0	0	1	2	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	3	0	1	1	P6GP
CALIFORNIA ACHIEVEMENT TESTS: LEVEL 5 (Mathematics) (Total)	(CTB)	2	1	2	0	1	0	0	0	0	1	2	1	1	1	0	0	1	1	1	1	1	2	1	0	2	0	1	2	0	1	1	0	3	0	1	3	P6FF
CALIFORNIA ALGEBRA APTITUDE TEST (Problems)	(AGS)	1	1	2	0	1	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	PFFP
CALIFORNIA ALGEBRA APTITUDE TEST (Total)	(AGS)	1	1	1	0	1	0	0	0	0	1	2	0	1	0	0	0	1	1	1	1	1	2	1	1	1	0	0	1	2	0	1	0	0	0	1	0	PFFP
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 4 (Numerical Reasoning)	(CTB)	1	0	2	1	1	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P6GP
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 5 (Numerical Reasoning)	(CTB)	1	0	2	1	1	0	0	0	0	1	2	1	1	1	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	P6GP
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 4 (Numerical Reasoning)	(CTB)	1	0	1	0	1	0	0	0	0	1	1	0	1	1	0	1	1	1	0	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	1	2	PFFP
CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 5 (Numerical Reasoning)	(CTB)	1	0	1	0	1	0	0	0	0	1	1	0	1	1	0	1	1	1	0	1	2	1	1	2	1	1	2	0	1	1	2	0	0	1	3	2	P6GP
CLERICAL SKILLS SERIES (Arithmetic)	(MB)	1	0	2	0	1	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	1	2	1	1	2	0	0	1	0	1	0	0	0	1	0	0	PFFP

TEST NAME

[illegible]

GRADE ELVEN
TWELVE

113

TEST NAME

[illegible]

SECONDARY GOAL TEST NAME

TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
		CONTENT					CONSTRUCT					CONCURRENT					PREDICTIVE					REAL INTENT GIVEN					COMPREHENSION					INSTRUCTIONS						FORMAT					TIME AND PACING					RECORDING ANSWERS					ADMINISTRATION					SCORING EASE					INTERPRETATION					CAN DECISIONS BE MADE?					RELIABILITY					REPLICABILITY					RANGE - COVERAGE					SCORE GRADATION																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													

TEST NAME

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SECONDARY GOAL

TEST NAME

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SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE				TOTAL LETTER GRADES													
	CONTENT					CONSTRUCT					REAL INTENT GIVEN					TIME AND PACING					RECORDING ANSWERS																	
	CONCURRENT					PREDICTIVE					COMPRE- HENSION					INSTRUCTIONS					ADMINI- STRATION																	
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental			Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION		
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	Grade	
COMPUTER PROGRAMMER APTITUDE BATTERY Reasoning	1	1	1	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	0	2	1	2	0	1	2	0	1	0	0	0	0	1	0	0	P F F P	
DAILEY VOCATIONAL TESTS: TECHNICAL AND SCHOLASTIC TEST Algebra	0	0	1	0	1	1	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	2	1	0	2	1	2	0	1	1	0	3	0	1	1	1	P F F P	
DIAGNOSTIC TEST IN BASIC ALGEBRA	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	1	0	2	0	0	2	0	1	2	0	0	0	0	0	P F F P	
ENGINEERING AND PHYSICAL SCIENCE APTITUDE TEST Formulation	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	1	0	0	P G F P	
ENGINEERING AND PHYSICAL SCIENCE APTITUDE TEST Mathematics	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	1	0	0	P G F P	
KANSAS MATHEMATICS TEST (REVISED) Algebra	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	1	2	0	1	1	0	1	0	0	0	1	0	0	P F F P		
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Advanced Mathematics	0	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	P F F P	
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Advanced Mathematics	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	P F F P	
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Elementary Algebra	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	P F F P	
NATIONAL ACHIEVEMENT TESTS First Year Algebra Test	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	1	1	2	0	1	2	0	1	2	0	0	0	1	0	P G G P	
SECONDARY MATHEMATICS TESTS, SERIES B(1-7) Algebra Manipulative	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	1	0	0	P F F P	
TUCKER-SANDERS ALGEBRA TEST Test I	0	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	1	1	1	0	1	1	0	1	2	0	0	0	1	0	0	P F F P
32B. Real and Complex Number Systems MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Elementary Algebra Properties of the Number Systems	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	P F F P	
32C. Equations and Inequalities ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS Advanced Algebra	0	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	2	1	0	2	0	1	1	0	1	0	0	0	1	0	0	P F F P	
ALGEBRA-SURVEY TEST - FIRST SEMESTER Deriving Equations	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	1	0	0	P F F P	
ALGEBRA SURVEY TEST - FIRST SEMESTER Solving Equations	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	1	0	0	P G F P	

[illegible]

SECONDARY GOAL

TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENCE	PREDICTIVE	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1
Item Selection	0	0	2	0	1	0	0	0
% Goal Assessed	0	0	2	0	1	0	0	0
% Items Belonging	0	0	2	0	1	0	0	0
Empirical Item Sol.	0	0	2	0	1	0	0	0
Theoretical	0	0	2	0	1	0	0	0
Divergent	0	0	2	0	1	0	0	0
Factorial	0	0	2	0	1	0	0	0
Experimental	0	0	2	0	1	0	0	0
REAL INTENT GIVEN	0	0	2	0	1	0	0	0
Item Appropriateness	0	0	2	0	1	0	0	0
Item Difficulties	0	0	2	0	1	0	0	0
Item Relevance	0	0	2	0	1	0	0	0
Concepts, Vocabulary	0	0	2	0	1	0	0	0
Task Aspects	0	0	2	0	1	0	0	0
Administration	0	0	2	0	1	0	0	0
Sample Items	0	0	2	0	1	0	0	0
Page Layout	0	0	2	0	1	0	0	0
Illustration/Print	0	0	2	0	1	0	0	0
Item Coherence	0	0	2	0	1	0	0	0
TIME AND PACING	0	0	2	0	1	0	0	0
RECORDING ANSWERS	0	0	2	0	1	0	0	0
Testing Group Size	0	0	2	0	1	0	0	0
Administrator	0	0	2	0	1	0	0	0
Time	0	0	2	0	1	0	0	0
SCORING EASE	0	0	2	0	1	0	0	0
Norm Range	0	0	2	0	1	0	0	0
Score Interpretation	0	0	2	0	1	0	0	0
Score Conversion	0	0	2	0	1	0	0	0
Norm Group	0	0	2	0	1	0	0	0
Score Interpreter	0	0	2	0	1	0	0	0
CAN DECISIONS BE MADE?	0	0	2	0	1	0	0	0
Test - Retest	0	0	2	0	1	0	0	0
Internal Consistency	0	0	2	0	1	0	0	0
Alternate Form	0	0	2	0	1	0	0	0
REPLICABILITY	0	0	2	0	1	0	0	0
RANGE - COVERAGE	0	0	2	0	1	0	0	0
SCORE GRADATION	0	0	2	0	1	0	0	0
Grade	0	0	2	0	1	0	0	0
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS	0	0	2	0	1	0	0	0
Advanced Mathematics	0	0	2	0	1	0	0	0
Logarithms	0	0	2	0	1	0	0	0
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS	0	0	2	0	1	0	0	0
Elementary Algebra	0	0	2	0	1	0	0	0
Relations, Functions, and Graphs	0	0	2	0	1	0	0	0
32E. Linear Algebra	0	0	2	0	1	0	0	0
33. GEOMETRY	0	0	2	0	1	0	0	0
COOPERATIVE MATHEMATICS TESTS	0	0	2	0	1	0	0	0
Geometry	0	0	2	0	1	0	0	0
Total	0	0	2	0	1	0	0	0
MID-YEAR GEOMETRY TEST - FORM A	0	0	2	0	1	0	0	0
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS	0	0	2	0	1	0	0	0
Geometry	0	0	2	0	1	0	0	0
Total Test	0	0	2	0	1	0	0	0
33A. Informal Geometry	0	0	2	0	1	0	0	0
CALIFORNIA ALGEBRA APTITUDE TEST	0	0	2	0	1	0	0	0
Formulas	0	0	2	0	1	0	0	0
COOPERATIVE MATHEMATICS TESTS	0	0	2	0	1	0	0	0
Geometry	0	0	2	0	1	0	0	0
Part I	0	0	2	0	1	0	0	0
EDUCATIONAL SKILLS TESTS: COLLEGE EDITION	0	0	2	0	1	0	0	0
Mathematics	0	0	2	0	1	0	0	0
Basic Information	0	0	2	0	1	0	0	0
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS	0	0	2	0	1	0	0	0
Geometry	0	0	2	0	1	0	0	0
Areas and Volumes	0	0	2	0	1	0	0	0
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS	0	0	2	0	1	0	0	0
Geometry	0	0	2	0	1	0	0	0
Circles and Spheres	0	0	2	0	1	0	0	0
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS	0	0	2	0	1	0	0	0
Geometry	0	0	2	0	1	0	0	0
Comparing Quantities	0	0	2	0	1	0	0	0
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS	0	0	2	0	1	0	0	0
Geometry	0	0	2	0	1	0	0	0
Describing Points in Space	0	0	2	0	1	0	0	0
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS	0	0	2	0	1	0	0	0
Geometry	0	0	2	0	1	0	0	0
Polynomials and Polyhedrons	0	0	2	0	1	0	0	0
33B. The Nature of Proof in Mathematics	0	0	2	0	1	0	0	0
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS	0	0	2	0	1	0	0	0
Geometry	0	0	2	0	1	0	0	0
Supplementary Areas of Work	0	0	2	0	1	0	0	0

SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	PREDICTIVE	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
Rating Ranges	0-2	0-1	0-2	0-1	0-1	0-1	0-2
Item Selection	0-2	0-1	0-2	0-1	0-1	0-1	0-2
% Goal Assessed	0-1	0-2	0-1	0-1	0-1	0-1	0-2
% Items Belonging	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Empirical Item Sel.	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Theoretical	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Divergent	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Factorial	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Experimental	0-1	0-2	0-1	0-1	0-1	0-1	0-2
CONCURRENT	0-2	0-1	0-2	0-1	0-1	0-1	0-2
PREDICTIVE	0-3	0-2	0-1	0-1	0-1	0-1	0-2
REAL INTENT GIVEN	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Item Appropriateness	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Item Conciseness	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Item Relevance	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Concepts, Vocabulary	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Task Aspects	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Administration	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Sample Items	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Page Layout	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Illustration/Print	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Item Coherence	0-1	0-2	0-1	0-1	0-1	0-1	0-2
TIME AND PACING	0-1	0-2	0-1	0-1	0-1	0-1	0-2
RECORDING ANSWERS	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Testing Group Size	0-2	0-1	0-2	0-1	0-1	0-1	0-2
Administrator	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Time	0-1	0-2	0-1	0-1	0-1	0-1	0-2
SCORING EASE	0-2	0-1	0-2	0-1	0-1	0-1	0-2
Norm Range	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Score Interpretation	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Score Conversion	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Norm Group	0-1	0-2	0-1	0-1	0-1	0-1	0-2
Score Interpreter	0-1	0-2	0-1	0-1	0-1	0-1	0-2
CAN DECISIONS BE MADE?	0-3	0-2	0-1	0-1	0-1	0-1	0-2
Test — Retest	0-3	0-2	0-1	0-1	0-1	0-1	0-2
Internal Consistency	0-3	0-2	0-1	0-1	0-1	0-1	0-2
Alternate Form	0-1	0-2	0-1	0-1	0-1	0-1	0-2
REPLICABILITY	0-3	0-2	0-1	0-1	0-1	0-1	0-2
RANGE — COVERAGE	0-3	0-2	0-1	0-1	0-1	0-1	0-2
SCORE GRADATION	0-2	0-1	0-2	0-1	0-1	0-1	0-2
33C. Euclidean Plane Geometry							
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS Plane Geometry	(BMC)	0 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 0 0 1 1 1 1	2 1 0 2 0 1 1 0 1 0	0 0 0 1 0 0	P F F F	
CONTENT EVALUATION SERIES: MODERN GEOMETRY TEST	(HMC)	2 1 1 0 1 0 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 0 1	2 1 1 2 0 1 2 0 1 2	0 0 0 1 0 2	P F F P	
HOMELL GEOMETRY TEST	(HBJ)	2 1 1 1 1 0 0 0 0 0 0	1 2 1 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 2	0 0 0 1 3 2	P G G P	
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Geometry	(AGS)	0 0 2 0 1 0 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 0 0 0	P F F P	
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Geometry Introductory Ideas and Terms	(AGS)	0 0 2 0 1 0 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 0 0 0	P F F P	
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Geometry Parallel Lines and Planes	(AGS)	0 0 2 0 1 0 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 1 2 0 1 3	0 0 0 1 0 0	P G G P	
NATIONAL ACHIEVEMENT TESTS Plane Geometry	(PA)	0 0 2 0 0 0 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 3	0 0 0 1 0 0	P G G P	
SECONDARY MATHEMATICS TESTS, SERIES B(1-7) Geometry	(NFB)	1 1 2 0 1 0 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 1 0 0	P F F P	
TUCKER-SANDERS PLANE GEOMETRY TEST Test I	(BEH)	1 1 1 0 1 0 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 0 1	2 1 1 1 0 1 2 0 1 2	0 0 0 1 0 0	P F F P	
TUCKER-SANDERS PLANE GEOMETRY TEST Test II	(BEH)	1 1 1 0 1 0 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 0 1	2 1 1 1 0 1 1 0 1 2	0 0 0 1 0 0	P F F P	
33D. Coordinate Plane Geometry							
33E. Solid Geometry							
ACHIEVEMENT EXAMINATIONS FOR SECONDARY SCHOOLS Solid Geometry	(BMC)	0 1 2 0 1 0 0 0 0 0 0	1 2 0 1 1 1 0 0 0 1 1 1 1	2 1 0 2 0 1 1 0 1 0	0 0 0 1 0 0	P F F P	
NATIONAL ACHIEVEMENT TESTS Solid Geometry	(PA)	1 1 2 0 1 0 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 2	0 0 0 1 0 0	P G G P	
34. TRIGONOMETRY							
COOPERATIVE MATHEMATICS TESTS Trigonometry	(ETS)	1 0 2 0 1 0 0 0 1 0	1 2 0 1 1 1 0 1 1 1 1 0 1	2 1 1 2 0 1 2 0 1 0	0 2 0 1 3 2	P F F F	
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Trigonometry Total Test	(AGS)	1 1 2 0 1 0 0 0 0 0 0	1 2 1 1 1 1 0 0 1 1 1 1 1	2 1 0 2 0 1 2 0 1 1	0 0 0 1 3 2	P G F P	

TEST NAME

[illegible]

SECONDARY GOAL TEST NAME

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
Rating Range	TEST NAME	CONTENT					CONSTRUCT					REAL INTENT GIVEN					COMPREHENSION					INSTRUCTIONS					FORMAT					TIME AND PACING						RECORDING ANSWERS					ADMINISTRATION					SCORING EASE					INTERPRETATION					CAN DECISIONS BE MADE?					RELIABILITY					REPLICABILITY					RANGE - COVERAGE					SCORE GRADATION																																																																																																																																																																																																																																																																																																																																																																																																																																																							
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score-Interpreter	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group		Score-Interpreter	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score-Interpreter	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score-Interpreter	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score-Interpreter	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score-Interpreter	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score-Interpreter	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score-Interpreter	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score-Interpreter	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score-Interpreter	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score-Interpreter	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score-Interpreter	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score-Interpreter	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score-Interpreter	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score-Interpreter	TESTING 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Conversion	Norm Group	Score-Interpreter	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score-Interpreter	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score-Interpreter	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score-Interpreter	TESTING GROUP SIZE	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group

SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
CONTENT	CONSTRUCT	CONCURRENCE	PREDICTIVE	
Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sol.	
	Theoretical	Divergent	Factorial	
	Experimental			
REAL INTENT GIVEN	COMPRE- HENSION	INSTRUCTIONS	FORMAT	TIME AND PACING
Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects
			Administration	Sample Items
			Page Layout	Illustration/Print
			Item Coherence	
ADMINI- STRATION	SCORING EASE	INTERPRETATION	CAN DECISIONS BE MADE?	RELIABILITY
Testing Group Size	Administrator	Time	Norm Range	Score Interpretation
			Score Conversion	Norm Group
			Score Interpreter	
REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION		
Test — Retest	Internal Consistency	Alternate Form		
TOTAL LETTER GRADES				

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SECONDARY GOAL
TEST NAME

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SECONDARY GOAL TEST NAME

SECONDARY GOAL		TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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SECONDARY GOAL
TEST NAME

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SECONDARY GOAL

[illegible]

Rating Range:133

TEST NAME

[illegible]

SECONDARY GOAL
TEST NAME

[illegible]

SECONDARY GOAL TEST NAME

	MEASUREMENT VALIDITY	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
Item Selection	CONTENT	COMPRE- HENSION	ADMINI- STRATION	RELIABILITY	GRADE
% Goal Assessed	CONSTRUCT	INSTRUCTIONS	TIME	INTERPRETATION	
% Items Belonging	CONCURRENT	FORMAT	SCORING EASE	SCORE INTERPRETATION	
Empirical Item Sel.	PREDICTIVE	TIME AND PACING	NORM RANGE	SCORE CONVERSION	
Theoretical		RECORDING ANSWERS	SCORE INTERPRETER	CAN DECISIONS BE MADE?	
Divergent				Test — Retest	
Factorial				Internal Consistency	
Experimental				Alternate Form	
				REPLICABILITY	
				RANGE — COVERAGE	
				SCORE GRADATION	
Rating Name	0-2	0-1	0-2	0-1	0-2
JESSIE BEHAVIOR CHECKLIST Self-Appraisal Enthusiasm vs. Depression	1 0 1 0 1 1 0 0 0 0	0 2 0 1 1 1 1 0 1 1	2 1 1 2 0 0 2 0 0 0	0 0 0 1 0 0	P F F F P
JESSIE INVENTORY Withdrawal	1 0 1 0 1 0 0 0 0 0	0 2 0 1 1 1 0 0 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 1 3 2	P F F F P
JUNIOR EYSENCK PERSONALITY INVENTORY Neuroticism	1 1 2 0 1 1 0 0 0 0	0 2 0 1 1 1 0 0 1 1	2 1 1 2 0 0 2 0 1 0	2 2 0 0 0 0	P F F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Affected by Feelings vs. Emotionally Stable	1 0 1 0 1 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1	2 1 0 2 0 0 2 0 1 0	0 0 0 0 0 0	P F F F P
JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE Relaxed vs. Tense	1 0 1 0 1 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1	2 1 0 2 0 0 2 0 1 0	0 0 0 1 0 0	P F F F P
KENT-ROSENTHAL FREE ASSOCIATION TEST	0 0 2 0 0 0 0 0 0 0	0 2 0 1 1 1 0 0 1 1	0 1 1 0 0 0 2 0 0 0	0 0 0 0 0 0	P F F F P
MANSON EVALUATION	0 1 2 0 0 0 0 0 0 0	0 1 0 1 1 1 1 0 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 1 0 0	P F F F P
MAUDSLEY PERSONALITY INVENTORY Neuroticism	1 1 1 0 1 0 0 0 0 0	0 2 0 1 1 1 0 0 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 0 0 0	P F F F P
MCGRAW-HILL BASIC SKILLS SYSTEM: STUDY SKILLS TEST Inventory of Study Habits and Attitudes Emotional Problems	1 1 2 0 0 0 0 0 0 0	1 2 1 1 1 1 0 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 1 0 0	P G F F P
MINNESOTA COGNITIVE INVENTORY Adjustment to Reality	2 0 1 0 1 1 0 0 1 0	1 2 0 1 1 1 0 0 1 1	2 1 1 2 0 0 2 0 0 0	2 2 0 1 0 2	P F F F P
MINNESOTA COUNSELING INVENTORY Emotional Stability	2 1 2 0 1 1 0 0 1 0	1 2 0 1 1 1 0 0 1 1	2 1 1 2 0 0 2 0 0 0	2 2 0 1 0 2	F F F F P
MINNESOTA COUNSELING INVENTORY Mood	2 0 2 0 1 1 0 0 1 0	1 2 0 1 1 1 0 0 1 1	2 1 1 2 0 0 2 0 0 0	1 0 0 1 0 2	P F F F P
MINNESOTA IMPORTANCE QUESTIONNAIRE Working Conditions	2 0 2 0 1 0 0 0 0 0	1 2 0 0 1 1 0 1 1 1	2 1 1 2 0 0 1 0 0 1	0 0 0 1 0 0	P F F F P
MINNESOTA MULTIPHASIC PERSONALITY INVENTORY Correction	0 0 1 0 1 0 0 0 0 0	0 2 0 1 1 1 0 0 1 1	2 1 0 2 0 0 2 0 0 0	0 0 0 0 0 0	P F F F P
MINNESOTA MULTIPHASIC PERSONALITY INVENTORY Depression	1 0 1 0 1 0 0 0 0 0	0 1 0 1 1 1 0 0 1 1	2 1 0 2 0 0 2 0 0 0	0 0 0 0 0 0	P F F F P
MINNESOTA MULTIPHASIC PERSONALITY INVENTORY Hypochondriasis	1 0 1 0 1 0 0 0 0 0	0 2 0 1 1 1 0 0 1 1	2 1 0 2 0 0 2 0 0 0	0 0 0 0 0 0	P F F F P
MINNESOTA MULTIPHASIC PERSONALITY INVENTORY Hypomania	1 0 1 0 1 0 0 0 0 0	0 2 0 1 1 1 0 0 1 1	2 1 0 2 0 0 2 0 0 0	0 0 0 0 0 0	P F F F P
MINNESOTA MULTIPHASIC PERSONALITY INVENTORY Life	0 0 1 0 1 0 0 0 0 0	0 2 0 1 1 1 0 0 1 1	2 1 0 2 0 0 2 0 0 0	0 0 0 0 0 0	P F F F P

SECONDARY GOAL

TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-2	0-1	0-2
MINNESOTA MULTIPHASIC PERSONALITY INVENTORY Personality - Femininity	1	0	1	0	0	0	0	0
(PC)	0	1	0	1	0	0	0	0
MINNESOTA MULTIPHASIC PERSONALITY INVENTORY Validity	0	0	1	0	0	0	0	0
(PC)	0	0	1	0	0	0	0	0
MOONEY PROBLEM CHECK LIST H Personal-psychological Reactions	1	1	2	0	1	0	0	0
(PC)	1	1	2	0	1	0	0	0
NEUROTICISM SCALE QUESTIONNAIRE Anxiety	1	0	1	0	0	0	0	0
(IPAT)	1	0	1	0	0	0	0	0
NEW JUNIOR MAUDSLEY INVENTORY Neuroticism	0	0	2	0	1	0	0	0
(HFER)	0	0	2	0	1	0	0	0
OBJECTIVE ANALYTIC ANXIETY BATTERY Composite Anxiety Score	0	0	1	0	0	0	0	0
(IPAT)	0	0	1	0	0	0	0	0
OBJECTIVE ANALYTIC ANXIETY BATTERY Susceptibility to Annoyance (Common Annoyances)	0	0	2	0	1	0	0	0
(IPAT)	0	0	2	0	1	0	0	0
OBJECTIVE ANALYTIC ANXIETY BATTERY Susceptibility to Embarrassment (Embarrassing Circumstances)	0	0	2	0	1	0	0	0
(IPAT)	0	0	2	0	1	0	0	0
PBR PERSONAL SURVEY Emotional Stability	1	1	2	0	0	0	0	0
(PBR)	1	1	2	0	0	0	0	0
PERSONAL ADJUSTABILITY TEST Lack of Nervous Tendencies	0	0	2	0	0	0	0	0
(ETSA)	0	0	2	0	0	0	0	0
PERSONAL AUDIT - FORM LL Stability - Instability	1	0	1	0	0	0	0	0
(SRA)	1	0	1	0	0	0	0	0
PERSONAL AUDIT - FORM LL Steadiness - Emotionality	1	0	0	0	0	0	0	0
(SRA)	1	0	0	0	0	0	0	0
PERSONAL AUDIT - FORM LL Tranquility - Irritability	1	0	2	0	0	0	0	0
(SRA)	1	0	2	0	0	0	0	0
PERSONALITY INVENTORY Introversion - Extroversion	0	0	2	0	0	0	0	0
(CPP)	0	0	2	0	0	0	0	0
PERSONALITY INVENTORY Neurotic Tendency	0	1	2	0	0	0	0	0
(CPP)	0	1	2	0	0	0	0	0
PERSONALITY RATING SCALE Disposition	1	0	2	0	0	0	0	0
(ETSA)	1	0	2	0	0	0	0	0
PERSONALITY RATING SCALE Nervous - Calmness	1	0	2	0	0	0	0	0
(ETSA)	1	0	2	0	0	0	0	0
PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE Anxiety	2	0	2	0	0	0	0	0
(CRT)	2	0	2	0	0	0	0	0

[illegible]

SECONDARY GOAL TEST NAME

	MEASUREMENT VALIDITY	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES											
CONTENT	CONSTRUCT	CONCURRENCE	PREDICTIVE	REAL INTENT GIVEN	COMPRE- HENSION	INSTRUCTIONS	FORMAT	TIME AND PACING	RECORDING ANSWERS	ADMINI- STRATION	SCORING EASE	INTERPRETATION	RELIABILITY	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION
Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental									
SELF PERCEPTION INVENTORY Depression	(PEP)	0 0 2 0 1 0 0 0 0 0	0 2 0 1 1 0 0 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 0 0 0 0	PEPFP										
SELF PERCEPTION INVENTORY General Maladjustment	(PEP)	0 0 1 0 0 0 0 0 0 0	0 2 0 1 1 1 0 0 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 0 0 0 0	PEPFP										
SELF PERCEPTION INVENTORY Tics Score	(PEP)	0 0 0 0 0 0 0 0 0 0	0 2 0 1 1 1 0 0 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 0 0 0 0	PEPFP										
SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE - FORM A Relaxed vs. Tense	(IPAT)	1 1 2 0 1 0 0 0 0 0	0 2 0 1 1 1 1 1 1 1 1 1	2 1 0 2 0 0 2 0 0 1	0 0 0 1 3 2	PGFP										
SOCIAL ADJUSTMENT INVENTORY	(RCTU)	0 1 1 0 0 0 0 0 0 0	0 1 0 1 0 0 0 0 0 0 0 1 0	0 1 1 0 0 0 0 0 1 0	0 0 0 0 0 0 0	PPFP										
STATE-TRAIT ANXIETY INVENTORY (SELF-EVALUATION QUESTIONNAIRE) A-State	(CPP)	1 1 2 0 1 0 0 1 0 0	0 2 0 1 1 1 1 0 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 3 0 0 3 2	PPFP										
STATE-TRAIT ANXIETY INVENTORY (SELF-EVALUATION QUESTIONNAIRE) A-Trait	(CPP)	1 1 2 0 1 0 0 1 0 0	0 2 0 1 1 1 1 0 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 3 0 0 3 2	PPFP										
SS YOUTH INVENTORY About Yourself	(STS)	1 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1 1	2 1 1 2 0 1 1 0 1 1	0 0 0 1 3 0	PGFP										
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Attitude Scale	(PPI)	0 0 0 0 0 0 0 0 0 0	1 1 0 1 1 0 0 0 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 1 0 0	PPFP										
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Depressive	(PPI)	0 1 2 0 0 0 0 0 0 0	1 1 0 1 1 0 0 0 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 1 0 0	PPFP										
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Nervous	(PPI)	0 0 2 0 0 0 0 0 0 0	1 1 0 1 1 0 0 0 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 1 0 0	PPFP										
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Subjective	(PPI)	0 0 1 0 0 0 0 0 0 0	1 1 0 1 1 0 0 0 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 1 0 0	PPFP										
TELLING WHAT I DO (DETROIT ADJUSTMENT INVENTORY)	(BHC)	0 0 1 0 0 0 0 0 0 0	0 2 0 1 1 1 0 0 1 1 1 1	2 1 0 1 0 0 2 0 1 2	0 0 0 1 0 0	PPFP										
THURSTONE TEMPERAMENT SCHEDULE Stable	(SMA)	0 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 0 0	PGFP										
VOCATIONAL PREFERENCE INVENTORY Self-Control	(CPP)	1 0 0 0 1 1 0 0 0 0	0 2 0 1 1 1 1 0 1 1 1 1	2 1 1 2 0 1 2 0 0 0	0 0 0 0 0 0	PPFP										
YOUTH RESEARCH SURVEY Lack of Self-Confidence	(YRC)	1 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 0 0 1 0 1	1 1 0 2 0 0 1 0 1 0	0 0 0 1 0 0	PEFP										
HIGH EMPLOYMENT INVENTORY - SHORT FORM Emotional Stability	(HLH)	0 1 2 0 0 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1	2 1 1 2 0 1 1 0 0 0	0 0 0 1 0 0	PGFP										
HIGH PERSONAL ATTITUDE INVENTORY - FIFTH EDITION Emotional Stability	(HLH)	0 1 2 0 0 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1	2 1 1 2 0 1 2 0 0 0	0 0 0 1 0 0	PPFP										

SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE				TOTAL LETTER GRADES		
	CONTENT					CONSTRUCT					CONCURRENT					PREDICTIVE					REAL INTENT GIVEN						
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent -	Factorial	Experimental																			
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2
HLN PERSONAL SURVEY Personal Emotional Stability	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	P F F P
40B. Realistic Responsibility																											
ADJECTIVE CHECK LIST Defensiveness	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	P F F P
ADJECTIVE CHECK LIST Number of Favorable Adjectives Checked	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	P F F P
ADJECTIVE CHECK LIST Order	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	P F F P
ADJECTIVE CHECK LIST Self-Control	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	P F F P
ASSOCIATION ADJUSTMENT INVENTORY Rigid - Flexible	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	1	1	1	P G P P
CALIFORNIA PSYCHOLOGICAL INVENTORY Communality	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	1	1	1	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Flexibility	1	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	0	1	1	1	1	1	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Responsibility	1	1	1	0	0	0	0	1	0	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	P F F P
CLASSROOM BEHAVIOR INVENTORY Conscientiousness	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	1	0	1	1	1	1	1	1	1	1	P G P P
CLASSROOM BEHAVIOR INVENTORY Daydreaming	0	0	2	0	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	1	1	P G P P
CLASSROOM BEHAVIOR INVENTORY Distraction	0	0	2	0	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	1	1	P G P P
CLASSROOM BEHAVIOR INVENTORY Impulsiveness	0	0	2	0	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	1	1	P G P P
CLASSROOM BEHAVIOR INVENTORY Inattentiveness	0	0	2	0	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	1	1	P G P P
CLASSROOM BEHAVIOR INVENTORY Inattentiveness	0	0	2	0	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	1	1	P G P P
CLASSROOM BEHAVIOR INVENTORY Over-Carefulness	0	0	2	0	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	1	1	P G P P
CONJECT PERSONALITY SCALES Orderliness vs. Lack of Compulsion	1	0	2	0	1	0	0	0	0	0	0	1	2	0	1	1	0	0	1	1	0	1	1	1	1	1	P F F P
COPE (COPIES OPERATIONS PREFERENCE ENQUIRY) Dental	1	0	2	0	1	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	1	P F F P

TEST NAME

[illegible]

SECONDARY GOAL

TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
Rating Range:								
MOTIVATION ANALYSIS TEST	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Fear	1	0	1	0	0	0	0	0
Total Motivation	(IPAT)	1	0	1	0	0	0	0
MOTIVATION ANALYSIS TEST	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Fear	1	0	1	0	0	0	0	0
Unintegrated	(IPAT)	1	0	1	0	0	0	0
MOTIVATION ANALYSIS TEST	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Pugnacity-Sadism	1	0	0	0	1	0	0	0
Integrated	(IPAT)	1	0	0	1	0	0	0
NURSE ATTITUDES INVENTORY	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Home - Family	(NRA)	0	0	1	0	0	0	0
NURSE ATTITUDES INVENTORY	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Responsibility	(NRA)	0	0	2	0	1	0	0
NURSE ATTITUDES INVENTORY	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Total	(NRA)	0	0	0	1	0	0	0
NURSING SENTENCE COMPLETIONS	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Responsibility	(NRA)	1	0	1	0	0	0	0
PERSONAL ADJUSTABILITY TEST	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Attitude toward Health	(ETSA)	0	0	1	0	0	0	0
PERSONAL ADJUSTABILITY TEST	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Job Stability	(ETSA)	0	0	1	0	0	0	0
PERSONAL ADJUST - FORM LL	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Contentment - Worry	(SMA)	1	0	1	0	0	0	0
PERSONAL ORIENTATION INVENTORY	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Feeling Reactivity	(EITS)	1	0	2	0	1	0	0
PERSONAL ORIENTATION INVENTORY	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Nature of Man	(EITS)	1	0	1	0	1	0	0
PERSONAL ORIENTATION INVENTORY	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Self-Actualizing Value	(EITS)	1	0	1	0	1	0	0
PERSONAL ORIENTATION INVENTORY	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Synergy	(EITS)	1	0	1	0	1	0	0
PERSONAL ORIENTATION INVENTORY	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Time Competence	(EITS)	1	0	2	0	1	0	0
PERSONAL VALUES ABSTRACT	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Socialization	(CPP)	1	0	1	0	0	0	0
PERSONALITY RATING SCALE	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Dependability	(ETSA)	1	0	2	0	0	0	0
PERSONALITY RATING SCALE	0-2	0-1	0-2	0-1	0-1	0-2	0-3	0-2
Neatness	(ETSA)	1	0	2	0	0	0	0

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES			
		CONTENT		CONSTRUCT		CONCURRENT		PREDICTIVE		REAL INTENT GIVEN		COMPREHENSION		INSTRUCTIONS		FORMAT		TIME AND PACING		RECORDING ANSWERS		ADMINISTRATION		SCORING EASE		INTERPRETATION		CAN DECISIONS BE MADE?		RELIABILITY		REPLICABILITY		RANGE - COVERAGE		SCORE GRADATION				
		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1		0-2		
PERSONALITY RATING SCALE Punctuality	(ETS)	1	0	2	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	1	0	0	2	0	1	1	0	0	0	1	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM 1 Reverie	(1PR)	1	0	2	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	0	0	0	P F F P
Q-TAGS TEST OF PERSONALITY - FORM W Reverie	(1PR)	1	0	2	0	1	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	1	1	0	2	0	0	0	0	0	0	0	0	0	P F F P
SELF PERCEPTION INVENTORY Supervision	(PEP)	0	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
SELF PERCEPTION INVENTORY Uncommon Response	(PEP)	1	0	2	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	0	P F F P
STS YOUTH INVENTORY Things in General	(STS)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	1	0	P G F P
SURVEY OF PERSONAL VALUES Orderliness	(SRA)	1	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	2	P G F P
SURVEY OF PERSONAL VALUES Practical Mindedness	(SRA)	1	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	0	3	2	P G F P
TAYLOR-JOHNSON TEMPERAMENT ANALYSIS, SECONDARY EDITION Self-Disciplined	(PTI)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
VOCATIONAL PREFERENCE INVENTORY Conventional	(CPP)	1	0	0	0	1	1	0	0	0	0	0	2	0	1	1	1	1	0	0	0	0	0	2	1	1	2	0	1	2	0	0	0	0	0	0	0	0	0	P F F P
VOCATIONAL PREFERENCE INVENTORY Realistic	(CPP)	1	0	0	0	1	1	0	0	1	0	0	2	0	1	1	1	1	0	0	1	1	1	2	1	1	2	0	1	2	0	0	0	0	0	0	0	0	0	P F F P
MLM PERSONAL ATTITUDE INVENTORY - FIFTH EDITION Reliability	(MLM)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	1	2	0	1	2	0	0	0	0	0	0	1	0	0	P F F P
YOUTH RESEARCH SURVEY National Issues	(YRC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	2	0												

TEST NAME

[illegible]

TEST NAME

147

SECONDARY GOAL TEST NAME

	MEASUREMENT VALIDITY	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
CONTENT	CONSTRUCT	COMPARE REVISION	ADMINI- STRATION	RELIABILITY	REPLICABILITY
Item Selection	0-2	0-1	0-1	0-3	0-1
% Goal Assessed	0-2	0-2	0-2	0-3	0-3
% Items Belonging	0-1	0-1	0-1	0-1	0-3
Empirical Item Sel.	0-1	0-1	0-1	0-1	0-3
Theoretical	0-1	0-1	0-1	0-1	0-3
Divergent	0-1	0-1	0-1	0-1	0-3
Factorial	0-1	0-1	0-1	0-1	0-3
Experimental	0-2	0-1	0-1	0-1	0-3
CONCURRENT	0-3	0-1	0-1	0-1	0-3
PREDICTIVE	0-3	0-1	0-1	0-1	0-3
REAL INTENT GIVEN	0-1	0-1	0-1	0-1	0-3
Item Appropriateness	0-2	0-2	0-2	0-3	0-3
Item Difficulties	0-2	0-2	0-2	0-3	0-3
Item Relevance	0-1	0-1	0-1	0-1	0-3
Concepts, Vocabulary	0-1	0-1	0-1	0-1	0-3
Task Aspects	0-1	0-1	0-1	0-1	0-3
Administration	0-1	0-1	0-1	0-1	0-3
Sample Items	0-1	0-1	0-1	0-1	0-3
Page Layout	0-1	0-1	0-1	0-1	0-3
Illustration/Print	0-1	0-1	0-1	0-1	0-3
Item Coherence	0-1	0-1	0-1	0-1	0-3
TIME AND PACING	0-1	0-1	0-1	0-1	0-3
RECORDING ANSWERS	0-1	0-1	0-1	0-1	0-3
Testing Group Size	0-2	0-2	0-2	0-3	0-3
Administrator	0-1	0-1	0-1	0-1	0-3
Time	0-2	0-2	0-2	0-3	0-3
SCORING EASE	0-1	0-1	0-1	0-1	0-3
Norm Range	0-1	0-1	0-1	0-1	0-3
Score Interpretation	0-1	0-1	0-1	0-1	0-3
Score Conversion	0-2	0-2	0-2	0-3	0-3
Norm Group	0-1	0-1	0-1	0-1	0-3
Score Interpreter	0-1	0-1	0-1	0-1	0-3
CAN DECISIONS BE MADE?	0-3	0-3	0-3	0-3	0-3
Test — Retest	0-3	0-3	0-3	0-3	0-3
Internal Consistency	0-3	0-3	0-3	0-3	0-3
Alternate Form	0-1	0-1	0-1	0-1	0-3
RANGE — COVERAGE	0-3	0-3	0-3	0-3	0-3
SCORE GRADATION	0-2	0-2	0-2	0-2	0-2

SECONDARY GOAL TEST NAME

SECONDARY GOAL		TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
Rating Range:	CONTENT	CONSTRUCT	CONCURRENCE	PREDICTIVE	REAL INTENT GIVEN										COMPREHENSION					INSTRUCTIONS					FORMAT					TIME AND PACING					RECORDING ANSWERS					ADMINISTRATION					SCORING EASE					INTERPRETATION					CAN DECISIONS BE MADE?					RELIABILITY					REPLICABILITY					RANGE — COVERAGE					SCORE GRADATION																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											

SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENCE	PREDICTIVE	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
CLASSROOM BEHAVIOR INVENTORY Submissiveness	(ESS)	0 0 2 0 0 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1 1	0 1 1 1 0 0 2 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P G P P	
		0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1	0 1 1 1 0 0 2 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P G P P	
CLASSROOM BEHAVIOR INVENTORY Verbal Expressiveness	(ESS)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1	0 1 1 1 0 0 2 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P G P P	
		0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1	0 1 1 1 0 0 2 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P G P P	
CLASSROOM BEHAVIOR INVENTORY Withdrawal	(ESS)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1	0 1 1 1 0 0 2 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P G P P	
		0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1	0 1 1 1 0 0 2 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P G P P	
COCARNEY PERSONALITY SCALES Extraversion vs. Introversion	(EITS)	1 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 0 0 1 1 0 1 1	2 1 1 1 0 0 2 0 0 1	0 0 0 1 0 0	0 0 0 1 0 0	P F F P	
		1 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 0 0 1 1 0 1 1	2 1 1 1 0 0 2 0 0 1	0 0 0 1 0 0	0 0 0 1 0 0	P F F P	
OF OPINION SURVEY Need for Freedom	(SPS)	1 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 0 1 0 1 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P G F P	
		1 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 0 1 0 1 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P G F P	
OF OPINION SURVEY Self-Reliance vs. Dependence	(SPS)	1 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 0 1 0 1 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P G F P	
		1 0 1 0 0 0 0 0 0 0	1 1 0 1 1 1 0 0 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 1 0 0	0 0 0 1 0 0	P F R P	
DIFFERENTIAL VALUE PROFILE Power	(AMP)	1 0 1 0 0 0 0 0 0 0	1 1 0 1 1 1 0 0 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 1 0 0	0 0 0 1 0 0	P F R P	
		1 0 1 0 1 1 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 1 3 2	0 0 0 1 3 2	P G F P	
DIMENSIONS OF TEMPERAMENT Ascendant - Withdrawing	(PC)	1 0 1 0 1 1 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P F F P	
		0 0 1 0 1 0 0 0 0 0	0 2 0 1 0 0 0 0 0 1 1 0 1 1	2 1 1 1 0 0 2 0 1 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P F F P	
DIHOCK L INVENTORY A Scale	(SPS)	0 0 1 0 1 0 0 0 0 0	0 2 0 1 0 0 0 0 0 1 1 0 1 1	2 1 1 1 0 0 2 0 1 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P F F P	
		0 0 2 0 1 0 0 0 0 0	0 2 0 1 0 0 0 0 0 1 1 0 1 1	2 1 1 1 0 0 2 0 1 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P F F P	
DIHOCK L INVENTORY FI Scale	(SPS)	0 0 2 0 1 0 0 0 0 0	0 2 0 1 0 0 0 0 0 1 1 0 1 1	2 1 1 1 0 0 2 0 1 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P F F P	
		0 0 1 0 1 0 0 0 0 0	0 2 0 1 0 0 0 0 0 1 1 0 1 1	2 1 1 1 0 0 2 0 1 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P F F P	
DIHOCK L INVENTORY Total	(SPS)	0 0 1 0 1 0 0 0 0 0	0 2 0 1 0 0 0 0 0 1 1 0 1 1	2 1 1 1 0 0 2 0 1 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P F F P	
		0 0 1 0 1 0 0 0 0 0	0 2 0 1 0 0 0 0 0 1 1 0 1 1	2 1 1 1 0 0 2 0 1 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P F F P	
DIHOCK L INVENTORY VI Scale	(SPS)	0 0 1 0 1 0 0 0 0 0	0 2 0 1 0 0 0 0 0 1 1 0 1 1	2 1 1 1 0 0 2 0 1 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P F F P	
		0 0 1 0 1 0 0 0 0 0	0 2 0 1 0 0 0 0 0 1 1 0 1 1	2 1 1 1 0 0 2 0 1 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P F F P	
EDWARDS PERSONALITY INVENTORY Articulate	(SRA)	1 0 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	0 0 0 1 1 2	P F F P	
		1 1 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	0 0 0 1 1 2	P F F P	
EDWARDS PERSONALITY INVENTORY Assumes Responsibility	(SRA)	1 1 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	0 0 0 1 1 2	P F F P	
		1 0 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	0 0 0 1 1 2	P F F P	
EDWARDS PERSONALITY INVENTORY Avoids Arguments	(SRA)	1 0 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	0 0 0 1 1 2	P F F P	
		1 0 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	0 0 0 1 1 2	P F F P	
EDWARDS PERSONALITY INVENTORY Conforms	(SRA)	1 0 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	0 0 0 1 1 2	P F F P	
		1 0 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	0 0 0 1 1 2	P F F P	
EDWARDS PERSONALITY INVENTORY Cooperative	(SRA)	1 0 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	0 0 0 1 1 2	P F F P	
		1 0 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	0 0 0 1 1 2	P F F P	

SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES		
CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE			
Item Selection	% Goal Assessed	Items Belonging	Empirical Item Sel.	Theoretical		
Divergent	Factorial	Experimental				
REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary		
Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print		
Item Coherence						
TIME AND PACING						
RECORDING ANSWERS						
Testing Group Size	ADMINISTRATIVE	SCORING EASE	INTERPRETATION	CAN DECISIONS BE MADE?		
Administrator	STATION	Norm Range	Score Interpretation	Test — Retest		
Time		Score Conversion	Score Conversion	Internal Consistency		
		Norm Group	Score Interpreter	Alternate Form		
				REPLICABILITY		
				RANGE — COVERAGE		
				SCORE GRADATION		
Rating Range:						
EDWARDS PERSONALITY INVENTORY Dependent	(SRA)	1 0 2 0 0 0 0 0 0 0	0 2 0 1 0 0 0 0 0 0	0 0 0 1 1 2	P F F F	
EDWARDS PERSONALITY INVENTORY Easily Influenced	(SRA)	1 0 2 0 0 0 0 0 0 0	1 0 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	P F F F
EDWARDS PERSONALITY INVENTORY Enjoys Being the Center of Attention	(SRA)	1 0 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	P F F F
EDWARDS PERSONALITY INVENTORY Independent in His Opinions	(SRA)	1 0 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	P F F F
EDWARDS PERSONALITY INVENTORY Is a Leader	(SRA)	1 1 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	P F F F
EDWARDS PERSONALITY INVENTORY Self-Confident	(SRA)	1 0 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	P F F F
EDWARDS PERSONALITY INVENTORY Shy	(SRA)	1 0 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	P F F F
FACIOUS SAYINGS Conventional Scores	(PTS)	2 0 1 0 1 0 0 0 0 0	0 1 0 1 1 1 1 1 1 1	2 1 1 1 0 1 1 0 0 0	0 0 0 1 0 0	P F F F
FIND-B Control Expressed Behavior	(CPP)	2 0 2 0 1 0 0 0 0 0	1 2 0 1 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 0	0 0 0 1 0 0	P F F F
FIND-B Control Hidden Behavior	(CPP)	2 0 2 0 1 0 0 0 0 0	1 2 0 1 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 0	0 0 0 1 0 0	P F F F
GORDON PERSONAL PROFILE Ascendancy	(HBJ)	1 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 0 1	0 0 0 1 0 0	P G F F
GROUP PERSONALITY PROJECTIVE TEST Neuroticism	(PTS)	0 0 0 0 1 0 0 0 0 0	2 2 0 1 0 1 1 0 1 0	2 1 1 2 0 0 1 0 1 1	0 0 0 1 0 0	P F F F
GUILFORD-HOLLEY L INVENTORY Aggressiveness	(SPS)	1 0 1 0 1 0 0 0 0 0	0 2 0 1 1 1 1 0 0 1	2 1 1 2 0 1 1 0 1 0	0 0 0 0 0 0	P F F F
GUILFORD-HOLLEY L INVENTORY Discipline	(SPS)	1 0 1 0 1 0 0 0 0 0	0 2 0 1 1 1 1 0 0 1	2 1 1 2 0 1 1 0 1 0	0 0 0 0 0 0	P F F F
GUILFORD-HOLLEY L INVENTORY Social Introversion - Extroversion	(SPS)	0 0 2 0 1 0 0 0 0 0	0 2 0 1 1 1 1 0 0 1	2 1 1 2 0 1 2 0 1 1	0 0 0 1 0 0	P F F F
GUILFORD-MARTIN INVENTORY OF FACTORS GAIN Ascendancy - Submission	(SPS)	0 1 2 0 1 0 0 0 0 0	0 2 0 1 1 1 1 0 0 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 0 0	P F F F
GUILFORD-MARTIN PERSONNEL INVENTORY Agreeableness	(SPS)	0 0 1 0 1 0 0 0 0 0	0 2 0 1 1 1 1 0 0 1	1 1 1 2 0 0 2 0 1 0	0 0 0 0 0 0	P F F F
GUILFORD-ZIGLERMAN TEMPERAMENT SURVEY Ascendancy	(SPS)	1 1 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 0 0 1	2 1 1 2 0 0 1 0 1 0	0 0 0 1 0 0	P F F F

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TEST NAME

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SECONDARY GOAL TEST NAME

SECONDARY GOAL		TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE				TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
TEST NAME	Rating Range	CONTENT					CONSTRUCT					CONCURRENT					PREDICTIVE					REAL INTENT GIVEN					COMPREHENSION					INSTRUCTIONS					FORMAT					TIME AND PACING					RECORDING ANSWERS					ADMINISTRATION					SCORING EASE					INTERPRETATION					CAN DECISIONS BE MADE?					RELIABILITY					REPLICABILITY					RANGE - COVERAGE					SCORE GRADATION																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					

TEST NAME

162

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SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPRE- HENSION	INSTRUCTIONS	FORMAT	TIME AND PACING	RECORDING ANSWERS	ADMINI- STRATION	SCORING EASE	INTERPRETATION	CAN DECISIONS BE MADE?	RELIABILITY	- REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES			
MLM PERSONAL SURVEY Personal - Friendliness (MLM)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	0	0	P F F P
YOUTH RESEARCH SURVEY Family Unity (YRC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	0	0	0	P F F P
40F. Sensitivity and Concern																						
ADJECTIVE CHECK LIST Aggression (CPP)	1	0	4	0	1	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	P F F P
ADJECTIVE CHECK LIST Heterosexuality (CPP)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	0	0	P F F P
ADJECTIVE CHECK LIST Number of Unfavorable Adjectives Checked (CPP)	1	0	1	0	1	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	P F F P
ADJECTIVE CHECK LIST Nurturance (CPP)	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	P F F P
ASSOCIATION ADJUSTMENT INVENTORY Withdrawal - Sociable (MB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	P G P P
CALIFORNIA PSYCHOLOGICAL INVENTORY Intellectual Efficiency (CPP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	P F F P
CALIFORNIA PSYCHOLOGICAL INVENTORY Tolerance (CPP)	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	P F F P
CLASSROOM BEHAVIOR INVENTORY Active Helpfulness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	P G P P
CLASSROOM BEHAVIOR INVENTORY Cooperativeness (ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	P G P P
CLASSROOM BEHAVIOR INVENTORY Cruelty (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	P G P P
CLASSROOM BEHAVIOR INVENTORY Kindness (ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	P G P P
CORREY PERSONALITY SCALES Empathy vs. Egocentrism (EITS)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	0	1	P F F P
DIFFERENTIAL VALUE PROFILE Humanitarian (AMP)	1	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	P F F P
EDWARDS PERSONALITY INVENTORY Careful About His Possessions (SRA)	1	0	2	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	P F F P
EDWARDS PERSONALITY INVENTORY Considerate (SRA)	1	1	2	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	P F F P

SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
Rating Range:								
EDWARDS PERSONALITY INVENTORY Critical of Others	(SRA)	1 0 2 0 0 0 0 0 0 0	0-2	0-1	0-1	0-1	0-1	P F F F
EDWARDS PERSONALITY INVENTORY Helps Others	(SRA)	1 1 2 0 0 0 0 0 0 0	0-2	0-1	0-1	0-1	0-1	P F F F
EDWARDS PERSONALITY INVENTORY Kind to Others	(SRA)	1 1 2 0 0 0 0 0 0 0	0-2	0-1	0-1	0-1	0-1	P F F F
EDWARDS PERSONALITY INVENTORY Self-Centered	(SRA)	1 0 2 0 0 0 0 0 0 0	0-2	0-1	0-1	0-1	0-1	P F F F
EDWARDS PERSONALITY INVENTORY Wants Sympathy	(SRA)	1 0 2 0 0 0 0 0 0 0	0-2	0-1	0-1	0-1	0-1	P F F F
IPAT HUMOR TEST Compensation vs. Tough Self-Composure	(IPAT)	1 0 0 0 1 0 0 0 0 0	0-2	0-1	0-1	0-1	0-1	P F F F
IPAT HUMOR TEST Damaging Retort vs. Unexpected, Off-Beat Humor	(IPAT)	1 0 0 0 1 0 0 0 0 0	0-2	0-1	0-1	0-1	0-1	P F F F
IPAT HUMOR TEST Dry Wit vs. Good-Natured Play	(IPAT)	1 0 0 0 1 0 0 0 0 0	0-2	0-1	0-1	0-1	0-1	P F F F
IPAT HUMOR TEST Dullness vs. General Intelligence	(IPAT)	1 0 0 0 1 0 0 0 0 0	0-2	0-1	0-1	0-1	0-1	P F F F
IPAT HUMOR TEST Flirtatious Playfulness vs. Gruesomeness	(IPAT)	1 0 0 0 1 0 0 0 0 0	0-2	0-1	0-1	0-1	0-1	P F F F
IPAT HUMOR TEST Heed, Light-Hearted Wit vs. Ponderous Humor	(IPAT)	1 0 0 0 1 0 0 0 0 0	0-2	0-1	0-1	0-1	0-1	P F F F
IPAT HUMOR TEST Urbane Pleasantness vs. Hostile Derogation	(IPAT)	1 0 0 0 1 0 0 0 0 0	0-2	0-1	0-1	0-1	0-1	P F F F
JESNESS INVENTORY Manifest Aggression	(CPR)	1 0 1 0 1 0 0 0 0 0	0-2	0-1	0-1	0-1	0-1	P F F F
GUILFORD-HOLLEY L INVENTORY Benevolence	(SPS)	1 1 2 0 1 0 0 0 0 0	0-2	0-1	0-1	0-1	0-1	P F F F
GUILFORD-MARTIN PERSONNEL INVENTORY Cooperativeness	(SPS)	0 0 1 0 1 0 0 0 0 0	0-2	0-1	0-1	0-1	0-1	P F F F
GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY Personal Relations	(SPS)	1 0 1 0 0 0 0 0 0 0	0-2	0-1	0-1	0-1	0-1	P F F F
MINNESOTA IMPORTANCE QUESTIONNAIRE Social Service	(VPR)	2 0 2 0 1 0 0 0 0 0	0-2	0-1	0-1	0-1	0-1	P F F F
MOTIVATION ANALYSIS TEST Hardship-Comfort Integrated	(IPAT)	1 0 1 0 1 0 0 0 0 0	0-2	0-1	0-1	0-1	0-1	P F F F

TEST NAME

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SECONDARY GOAL
TEST NAME

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169

TEST NAME

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TEST NAME

GRADES	<u>ELEVEN</u>	—	133
	TWELVE		

TEST NAME

	Rating Range	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	CUDA
STUDY ATTITUDES AND METHODS SURVEY Study Anxiety	(EITS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	PFFP
SURVEY OF INTERPERSONAL VALUES Recognition	(SRA)	0	0	2	0	0	0	0	0	0	0	1	2	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	PFFP	
TENNESSEE SELF CONCEPT SCALE Behavior	(CRT)	1	0	2	0	1	0	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	PFFP
TENNESSEE SELF CONCEPT SCALE Column Total V	(CRT)	1	0	0	0	1	0	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	PFFP	
TENNESSEE SELF CONCEPT SCALE Distribution	(CRT)	1	0	0	0	1	0	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	PFFP	
TENNESSEE SELF CONCEPT SCALE Family Self	(CRT)	1	0	1	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	PFFP	
TENNESSEE SELF CONCEPT SCALE Identity	(CRT)	1	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	PFFP	
TENNESSEE SELF CONCEPT SCALE Moral – Ethical Self	(CRT)	1	0	1	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	PFFP	
TENNESSEE SELF CONCEPT SCALE Personal Self	(CRT)	1	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	PFFP	
TENNESSEE SELF CONCEPT SCALE Physical Self	(CRT)	1	0	1	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	PFFP	
TENNESSEE SELF CONCEPT SCALE Row Total V	(CRT)	1	0	0	0	1	0	0	1	0	0	2	0	1	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	PFFP	
TENNESSEE SELF CONCEPT SCALE Self Criticism	(CRT)	1	0	1	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	PFFP	
TENNESSEE SELF CONCEPT SCALE Self Satisfaction	(CRT)	1	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	PFFP	
TENNESSEE SELF CONCEPT SCALE Social Self	(CRT)	1	0	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	PFFP	
TENNESSEE SELF CONCEPT SCALE Total P	(CRT)	1	1	2	0	1	0	0	1	0	0	1	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	PFFP	
TENNESSEE SELF CONCEPT SCALE Total Variability	(CRT)	1	0	0	0	1	0	0	1	0	0	0	2	0	1	1	1	0	1	1	1	1	1	0	2	1	1	2	0	0	2	PFFP	
MAHLER SELF-DESCRIPTION INVENTORY Favorable Scale	(HPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	PFFP	
MAHLER SELF-DESCRIPTION INVENTORY Unfavorable	(HPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	1	0	1	1	PFFP	

SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	CONTENT		CONSTRUCT		CONCURRENT		PREDICTIVE		EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY					NORMED TECHNICAL EXCELLENCE			TOTAL LETTER GRADES				
	Item Selection		% Goal Assessed		% Items Belonging		Empirical Item Sel.		Theoretical		Divergent		Factorial		Experimental		REAL INTENT GIVEN										RELIABILITY	REPLICABILITY			
	0-2	0-1	0-2	0-1	0-2	0-1	0-2	0-1	0-2	0-1	0-2	0-1	0-2	0-1	0-2	0-1	0-1	0-2	0-1	0-2	0-1	0-2	0-1	0-2	0-1	0-2	0-1	0-2			
Rating Range:	0-2	0-1	0-2	0-1	0-2	0-1	0-2	0-1	0-2	0-1	0-2	0-1	0-2	0-1	0-2	0-1	0-1	0-2	0-1	0-2	0-1	0-2	0-1	0-2	0-1	0-2	0-1	0-2	0-2		
MLW EMPLOYMENT INVENTORY - SHORT FORM Humility	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	1	1	0-2	
MLW PERSONAL ATTITUDE INVENTORY - FIFTH EDITION Humility and Insight	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	0-2	
MLW PERSONAL SURVEY Fictives - Ego	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	1	0-2	
YOUTH RESEARCH SURVEY Life Partner	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	0	1	1	1	0-2	
YOUTH RESEARCH SURVEY Meaningful Life	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	0	1	1	1	0-2	
YOUTH RESEARCH SURVEY Personal Faults	1	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	0	1	1	1	0-2	
YOUTH RESEARCH SURVEY Self Regard	1	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	0	0	0	1	0	1	1	1	0-2	
41B. Achievement Motivation																															
ADJECTIVE CHECK LIST Achievement	1	1	2	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0-2
ADJECTIVE CHECK LIST Endurance	1	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0-2
ALPHA BIOGRAPHICAL INVENTORY Academic Performance	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1	1	1	1	1	1	0-2
CASSEL GROUP LEVEL OF ASPIRATION TEST Aspiration "p" Score	0	0	2	0	0	1	0	0	0	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	0-2
CASSEL GROUP LEVEL OF ASPIRATION TEST Clinical "p" Score	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	0-2
CASSEL GROUP LEVEL OF ASPIRATION TEST First Goal Score	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	0-2
CASSEL GROUP LEVEL OF ASPIRATION TEST Hausmann Score	0	0	2	0	0	1	0	0	0	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	0-2
CASSEL GROUP LEVEL OF ASPIRATION TEST Level of Aspiration Quotient (LAQ)	0	0	2	0	0	1	0	0	0	0	0	0	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	0-2
CLASSROOM BEHAVIOR INVENTORY Academic Seriousness	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	0-2
CLASSROOM BEHAVIOR INVENTORY Achievement Orientation	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	0-2

SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
Rating Range:	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental
CLASSROOM BEHAVIOR INVENTORY Attentiveness	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1 1	0 1 1 1 0 0 2 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P G P P
CLASSROOM BEHAVIOR INVENTORY Competitiveness	0 1 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1 1	0 1 1 1 0 0 2 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P G P P
CLASSROOM BEHAVIOR INVENTORY Concentration	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1 1	0 1 1 1 0 0 2 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P G P P
CLASSROOM BEHAVIOR INVENTORY Perseverance	0 1 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1 1	0 1 1 1 0 0 2 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P G P P
CLASSROOM BEHAVIOR INVENTORY Work Fluctuation	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1 1	0 1 1 1 0 0 2 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	P G P P
CROULEY OCCUPATIONAL INTERESTS BLANK Part 2 Financial Gain	0 0 1 0 1 0 0 0 0 0	1 2 0 1 1 1 1 0 0 1 1 1	2 1 1 2 0 0 2 0 1 2	0 1 0 1 0 0	0 1 0 1 0 0	0 1 0 1 0 0	0 1 0 1 0 0	P F F P
EDWARDS PERSONALITY INVENTORY Anxious About His Performance	1 0 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	0 0 0 1 1 2	0 0 0 1 1 2	0 0 0 1 1 2	P F F P
EDWARDS PERSONALITY INVENTORY Competitive	1 1 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	0 0 0 1 1 2	0 0 0 1 1 2	0 0 0 1 1 2	P F F P
EDWARDS PERSONALITY INVENTORY Desires Recognition	1 0 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	0 0 0 1 1 2	0 0 0 1 1 2	0 0 0 1 1 2	P F F P
EDWARDS PERSONALITY INVENTORY Impressed by Status	1 0 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	0 0 0 1 1 2	0 0 0 1 1 2	0 0 0 1 1 2	P F F P
EDWARDS PERSONALITY INVENTORY Is a Hard Worker	1 1 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	0 0 0 1 1 2	0 0 0 1 1 2	0 0 0 1 1 2	P F F P
EDWARDS PERSONALITY INVENTORY Motivated to Succeed	1 1 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	0 0 0 1 1 2	0 0 0 1 1 2	0 0 0 1 1 2	P F F P
EDWARDS PERSONALITY INVENTORY Persistent	1 1 2 0 0 0 0 0 0 0	1 0 0 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	0 0 0 1 1 2	0 0 0 1 1 2	0 0 0 1 1 2	P F F P
EGO STRENGTH Q-SORT TEST Goal Setting and Striving	2 1 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 0 1 1 0	2 1 1 1 0 0 0 0 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	P P P P
FAROUS SAVINGS Fear of Failure	2 0 2 0 1 0 0 0 0 0	0 2 0 1 1 1 1 1 1 1 1 1	2 1 1 1 0 1 1 0 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	P G P P
GULLFORD-HOLLEY I INVENTORY Ambition	1 0 2 0 1 0 0 0 0 0	0 2 0 1 1 1 0 0 1 1 1 1	2 1 1 2 0 1 1 0 1 0	0 0 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0	P F F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Esteem	2 0 1 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0	P G F P
HOW WELL DO YOU KNOW YOURSELF Persistence	1 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	2 0 0 1 3 2	2 0 0 1 3 2	2 0 0 1 3 2	2 0 0 1 3 2	P G F F

137



ERIC
Full Text Provided by ERIC

TEST NAME

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES						
Rating Range	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN										ADMINISTRATION		SCORING EASE				INTERPRETATION				RELIABILITY		REPLICABILITY																
					Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical Divergent	Factorial Experimental	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	Testing Group Size	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	Test - Retest	Internal Consistency	Alternate Form	RANGE - COVERAGE	SCORE GRADUATION										
SELF-CONCEPT AND MOTIVATION INVENTORY - SECONDARY FORM Goal/Achievement Needs (PM)	0	0	2	0	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	0	1	1	2	1	1	1	0	0	2	0	1	2	0	0	0	0	0	P F F P				
SELF-CONCEPT AND MOTIVATION INVENTORY - SECONDARY FORM Self Adequacy (PM)	0	0	2	0	0	0	0	0	0	0	0	0	0	2	0	1	0	1	0	1	1	1	0	1	1	1	0	0	2	0	1	2	0	0	0	0	0	P F F P					
STUDY ATTITUDES AND METHODS SURVEY Academic Drive - Conformity (ETTS)	1	0	2	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P F F P					
SURVEY OF PERSONAL VALUES Goal Orientation (SRA)	1	1	2	0	1	0	0	1	0	0	1	0	1	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	3	2	P G F P		
SURVEY OF STUDY HABITS AND ATTITUDES Delay Avoidance (PC)	1	0	2	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P F F P				
MIL PERSONAL SURVEY Motives Achievement (MLM)	0	0	1	0	0	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P F F P				
WORK VALUES INVENTORY Achievement (WMC)	1	0	2	0	1	1	0	0	0	0	0	0	1	2	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P F F P				
4IC. School Orientation																																											
ADOLESCENT ALIENATION INDEX, FORM A (M)	1	1	1	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	P G F P		
CALIFORNIA STUDY METHODS SURVEY - Attitudes toward School (CTB)	0	1	2	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	1	P G F P	
CALIFORNIA TEST OF PERSONALITY: SECONDARY Occupation Relations (CTB)	1	0	2	0	1	1	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	0	1	0	P G F P		
CLASSROOM BEHAVIOR INVENTORY Academic Interest (ESS)	0	1	1	0	0	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	0	P G F P
CLASSROOM BEHAVIOR INVENTORY Compliance (ESS)	0	0	2	0	0	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	0	P G F P
CLASSROOM BEHAVIOR INVENTORY Enthusiasm (ESS)	0	0	2	0	0	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	2	0	0	0	0	0	0	0	0	0	0	P G F P

TEST NAME

178

[illegible]

TEST NAME

[illegible]

SECONDARY GOAL

TEST NAME

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES
		CONTENT		CONSTRUCT		CONCURRENT		PREDICTIVE		REAL INTENT GIVEN		COMPREHENSION		INSTRUCTIONS		FORMAT		TIME AND PACING		RECORDING ANSWERS		ADMINISTRATION		SCORING EASE		INTERPRETATION		CAN DECISIONS BE MADE?		RELIABILITY		REPLICABILITY		SCORE GRADATION			
VAL-ED: A FIRO SCALE Teacher-Community Affection	(CPP)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P F P P	
VAL-ED: A FIRO SCALE Teacher-Community Inclusion	(CPP)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P F P P		
VAL-ED: A FIRO SCALE Teacher-Community Control	(CPP)	1	0	0	0	1	0	0	0	0	0	1	2	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P F P P		
YOUTH RESEARCH SURVEY Academic Problems	(TRC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	P F P P		
YOUTH RESEARCH SURVEY Classroom Relationships	(TRC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	P F P P		
42. SOCIAL BEHAVIOR																																					
CALIFORNIA TEST OF PERSONALITY: SECONDARY Social Adjustment	(CTB)	1	1	1	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P G F P		
VIRLAND SOCIAL MATURITY SCALE	(AGS)	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P P P P		
42a. Interpersonal Relationships																																					
ASSOCIATION ADJUSTMENT INVENTORY Sociopathic - Empathetic	(HB)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P G P P		
CALIFORNIA PSYCHOLOGICAL INVENTORY Social Presence	(CPP)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	P F F P		
CALIFORNIA TEST OF PERSONALITY: SECONDARY Anti-Social Tendencies	(CTB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P G F P		
CALIFORNIA TEST OF PERSONALITY: SECONDARY Family Relations	(CTB)	1	0	1	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P G F P		
CLASSROOM BEHAVIOR INVENTORY Social	(ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P G P P		
CLASSROOM BEHAVIOR INVENTORY Quarrelsomeness	(ESS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P G P P		
CLASSROOM BEHAVIOR INVENTORY Resentfulness	(ESS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P G P P		
CULTURE SHOCK TEST Interpersonal Sensitivity	(OTL)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P F F P		
EDWARDS PERSONALITY INVENTORY Interested in the Behavior of Others	(SQA)	1	1	2	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	P F F P		

TEST NAME

182

SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENCE	PREDICTIVE	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES																
Rating Range	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sol.	Theoretical	Divergent	Factorial	Experimental	REAL INTENT GIVEN	COMPRE- HENSION	INSTRUCTIONS	FORMAT	TIME AND PACING	RECORDING ANSWERS	ADMIN- ISTRATION	SCORING EASE	INTERPRETATION	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRAOATION
Rating Unintegrated	(IPAT)	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PAIR ATTRACTION INVENTORY Bitch - Nice Guy	(EITS)	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PAIR ATTRACTION INVENTORY Daddy - Do'll	(EITS)	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PAIR ATTRACTION INVENTORY Doves	(EITS)	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PAIR ATTRACTION INVENTORY Hanks	(EITS)	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PAIR ATTRACTION INVENTORY Master - Servant	(EITS)	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PAIR ATTRACTION INVENTORY Mother - Son	(EITS)	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PAIR ATTRACTION INVENTORY Person - Person	(EITS)	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PBR PERSONAL SURVEY Sociability	(PBR)	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PERSONAL ADJUSTABILITY TEST Attitude toward Authority	(ETSa)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PERSONALITY RATING SCALE Entertaining	(ETSa)	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PERSONALITY RATING SCALE Popularity	(ETSa)	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PERSONALITY RATING SCALE Sense of Humor	(ETSa)	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE Behavior	(CRT)	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE Popularity	(CRT)	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
POLYFACTORIAL STUDY OF PERSONALITY Sexual Identification	(HIS)	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
POWER OF INFLUENCE TEST	(PA)	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PROBLEM CHECK LIST - RURAL YOUTH FORM Home and Family	(BER)	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sub.	Theoretical	Divergent	Factorial	Experimental	
REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Sample Items	Page Layout	Illustration/Print
Item Cohere	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	INTERPRETATION	CAN DECISIONS BE MADE?
Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION			
Rating Range	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1
PROBLEM CHECK LIST - RURAL YOUTH FORM Social and Recreational	1	0	1	0	0	0	0	0
SCHOOL MOTIVATION ANALYSIS TEST Rating	0	0	1	0	0	0	0	0
SCHOOL MOTIVATION ANALYSIS TEST Rating	0	0	0	1	0	0	0	0
STS YOUTH INVENTORY Getting Along with Others	1	0	1	0	0	0	0	0
STUDENT EVALUATION SCALE (SES) Social-Emotional Response	1	0	1	0	1	0	0	0
STUDY ATTITUDES AND METHODS SURVEY Manipulation	1	0	2	0	1	0	0	0
TAV SELECTION SYSTEM Salesman Reactions - A	0	0	1	0	0	0	0	0
TAV SELECTION SYSTEM Salesman Reactions - T	0	0	1	0	0	0	0	0
TAV SELECTION SYSTEM Salesman Reactions - V	0	0	1	0	0	0	0	0
TEST OF SOCIAL INSIGHT, YOUTH EDITION Cooperativeness	1	0	2	0	1	0	0	0
YOUTH RESEARCH SURVEY Family Pressures	1	0	1	0	1	0	0	0
YOUTH RESEARCH SURVEY Parental Understanding	1	0	2	0	1	0	0	0
42B, Social Behavior Skills								
CALIFORNIA TEST OF PERSONALITY: SECONDARY Community Relations	1	0	1	0	1	0	0	0
CALIFORNIA TEST OF PERSONALITY: SECONDARY Social Standards	1	0	2	0	1	1	0	0
CLASSROOM BEHAVIOR INVENTORY Argumentativeness	0	0	2	0	0	0	0	0
CLASSROOM BEHAVIOR INVENTORY Considerateness	0	0	2	0	0	0	0	0
CLASSROOM BEHAVIOR INVENTORY Destructiveness	0	0	2	0	0	0	0	0

TEST NAME

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SECONDARY GOAL
TEST NAME

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
		CONTENT					CONSTRUCT					CONCURRENT PREDICTIVE					REAL INTENT GIVEN					COMPRE- HENSION					INSTRUCTIONS					FORMAT					TIME AND PACING RECORDING ANSWERS					ADMI- NISTRATION					SCORING EASE					INTERPRETATION					RELIABILITY					REPLICABILITY																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sol.	Theoretical	Divergent	Factorial	Experimental																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								</

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SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
		CONTENT					CONSTRUCT					CONCURRENT					PREDICTIVE					REAL INTENT GIVEN					COMPRE- HENSION					INSTRUCTIONS						FORMAT					TIME AND PACING					RECORDING ANSWERS					ADMINI- STRATION					SCORING EASE					INTERPRETATION					CAN DECISIONS BE MADE?					RELIABILITY					REPLICABILITY					RANGE - COVERAGE					SCORE GRADATION																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental			Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	Testing Group Size	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter		Tost - Retest	Internal Consistency	Alternate Form																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	

TEST NAME

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SECONDARY GOAL

TEST NAME

MEASUREMENT VALIDITY	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	
Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	
Theoretical	Divergent	Factorial	Experimental	
REAL INTENT GIVEN				
Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	
Task Aspects	Administration	Sample Items	Page Layout	
Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	
Testing Group Size	ADMINISTRATION	SCORING EASE	INTERPRETATION	
Administrator	Norm Range	Score Interpretation	Norm Group	
Time	Score Conversion	Score Interpreter	CAN DECISIONS BE MADE?	
	Test — Retest	Internal Consistency	RELIABILITY	
	Alternate Form	REPLICABILITY	RANGE — COVERAGE	
	SCORE GRADATION			
Rating Range:	0-2	0-1	0-2	0-3
45A. Physical Growth and Development				
ADJUSTMENT INVENTORY	1 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 0 0 1	1 1 1 1	2 1 1 2 0 1 2 0 1 2
Health Adjustment	(CPP)			0 0 0 1 1 1
HEALTH BEHAVIOR INVENTORY, SENIOR HIGH LEVEL	1 0 1 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1	1 1 1 1	2 1 1 2 0 0 0 0 1 0
Exercise, Rest, and Recreation	(CTB)			0 0 0 0 0 0
LIFE ADJUSTMENT INVENTORY	1 0 0 0 0 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1	1 0 1 0	3 0 0 0 0 0
Education for Physical and Mental Health	(PA)			0 0 0 0 0 0
MOONEY PROBLEM CHECK LIST II	1 1 1 0 1 0 0 0 0 0	1 2 0 1 1 1 1 1 1 1	1 1 1 1	2 1 1 2 0 0 2 0 0 1
Health and Physical Development	(PC)			0 0 0 1 0 0
45B. Motor Skills, Movement, and Muscular Coordination				
AAHPER YOUTH FITNESS TEST	1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1	1 1 1 1	1 1 1 2 0 1 1 0 1 0
50-Yard Dash for Boys and Girls	(AAHPER)			0 0 0 1 3 1
AAHPER YOUTH FITNESS TEST	1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1	1 1 1 1	1 1 1 2 0 1 1 0 1 0
Flexed-Arm Hang for Girls	(AAHPER)			0 0 0 1 1 1
AAHPER YOUTH FITNESS TEST	1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1	1 1 1 1	1 1 1 2 0 1 1 0 1 0
Pull-Up for Boys	(AAHPER)			0 0 0 1 1 1
AAHPER YOUTH FITNESS TEST	1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1	1 1 1 1	1 1 1 2 0 1 1 0 1 0
Shuttle Run for Boys and Girls	(AAHPER)			0 0 0 1 3 1
AAHPER YOUTH FITNESS TEST	1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1	1 1 1 1	1 1 1 2 0 1 1 0 1 0
Sit-Up for Boys and Girls	(AAHPER)			0 0 0 1 1 1
AAHPER YOUTH FITNESS TEST	1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1	1 1 1 1	1 1 1 2 0 1 1 0 1 0
600-Yard Run-Walk for Boys and Girls	(AAHPER)			0 0 0 1 3 1
AAHPER YOUTH FITNESS TEST	1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1	1 1 1 1	1 1 1 2 0 1 1 0 1 0
Softball Throw for Boys and Girls	(AAHPER)			0 0 0 1 3 1
AAHPER YOUTH FITNESS TEST	1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1	1 1 1 1	1 1 1 2 0 1 1 0 1 0
Standing Broad Jump for Boys and Girls	(AAHPER)			0 0 0 1 3 1
BASKETBALL SKILLS TESTS FOR BOYS	1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1	1 1 1 1	1 1 1 2 0 1 1 0 1 0
Dribble	(AAHPER)			0 0 0 0 3 1
BASKETBALL SKILLS TESTS FOR BOYS	1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1	1 1 1 1	1 1 1 2 0 1 1 0 1 0
Foul Shot	(AAHPER)			0 0 0 0 1 1
BASKETBALL SKILLS TESTS FOR BOYS	1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1	1 1 1 1	1 1 1 2 0 1 1 0 1 0
Front Shot	(AAHPER)			0 0 0 0 3 1
BASKETBALL SKILLS TESTS FOR BOYS	1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1	1 1 1 1	1 1 1 2 0 1 1 0 1 0
Jump and Reach	(AAHPER)			0 0 0 0 3 1
	1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1	1 1 1 1	1 1 1 2 0 1 1 0 1 0

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES																																																												
		CONTENT	CONSTRUCT	REAL INTENT GIVEN	COMPREHENSION	INSTRUCTIONS	FORMAT	TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION	SCORING EASE	INTERPRETATION	CAN DECISIONS BE MADE?	RELIABILITY	REPLICABILITY	RANGE - COVERAGE	SCORE GRADATION																																																																								
BASKETBALL SKILLS TESTS FOR BOYS Overarm Pass for Accuracy	(AAHPR)	1	0 2 0 1 0 0 0 0 0	0-2	Item Selection	0-1	% Goal Assessed	0-2	% Items Belonging	0-1	Empirical Item Sel.	0-1	Theoretical	0-1	Divergent	0-1	Factorial	0-1	Experimental	0-2	CONCURRENT	0-3	PREDICTIVE	0-1	REAL INTENT GIVEN	0-2	Item Appropriateness	0-1	Item Difficulties	0-2	Item Relevance	0-1	Concepts, Vocabulary	0-1	Task Aspects	0-1	Administration	0-1	Sample Items	0-1	Page Layout	0-1	Illustration/Print	0-1	Item Coherence	0-1	TIME AND PACING	0-2	RECORDING ANSWERS	0-1	Testing Group Size	0-1	Administrator	0-1	Time	0-2	SCORING EASE	0-1	Norm Range	0-1	Score Interpretation	0-2	Score Conversion	0-1	Norm Group	0-1	Score Interpreter	0-3	CAN DECISIONS BE MADE?	0-3	Test - Retest	0-3	Internal Consistency	0-3	Alternate Form	0-1	REPLICABILITY	0-3	RANGE - COVERAGE	0-2	SCORE GRADATION	0-2	0-2	0-1	0-0	0-1	1	P F F P	
BASKETBALL SKILLS TESTS FOR BOYS Push Pass for Accuracy	(AAHPR)	1	0 2 0 1 0 0 0 0 0	0-2	Item Selection	0-1	% Goal Assessed	0-2	% Items Belonging	0-1	Empirical Item Sel.	0-1	Theoretical	0-1	Divergent	0-1	Factorial	0-1	Experimental	0-2	CONCURRENT	0-3	PREDICTIVE	0-1	REAL INTENT GIVEN	0-2	Item Appropriateness	0-1	Item Difficulties	0-2	Item Relevance	0-1	Concepts, Vocabulary	0-1	Task Aspects	0-1	Administration	0-1	Sample Items	0-1	Page Layout	0-1	Illustration/Print	0-1	Item Coherence	0-1	TIME AND PACING	0-2	RECORDING ANSWERS	0-1	Testing Group Size	0-1	Administrator	0-1	Time	0-2	SCORING EASE	0-1	Norm Range	0-1	Score Interpretation	0-2	Score Conversion	0-1	Norm Group	0-1	Score Interpreter	0-3	CAN DECISIONS BE MADE?	0-3	Test - Retest	0-3	Internal Consistency	0-3	Alternate Form	0-1	REPLICABILITY	0-3	RANGE - COVERAGE	0-2	SCORE GRADATION	0-2	0-2	0-1	0-0	0-0	1	1	P F F P
BASKETBALL SKILLS TESTS FOR BOYS Side Shot	(AAHPR)	1	0 2 0 1 0 0 0 0 0	0-2	Item Selection	0-1	% Goal Assessed	0-2	% Items Belonging	0-1	Empirical Item Sel.	0-1	Theoretical	0-1	Divergent	0-1	Factorial	0-1	Experimental	0-2	CONCURRENT	0-3	PREDICTIVE	0-1	REAL INTENT GIVEN	0-2	Item Appropriateness	0-1	Item Difficulties	0-2	Item Relevance	0-1	Concepts, Vocabulary	0-1	Task Aspects	0-1	Administration	0-1	Sample Items	0-1	Page Layout	0-1	Illustration/Print	0-1	Item Coherence	0-1	TIME AND PACING	0-2	RECORDING ANSWERS	0-1	Testing Group Size	0-1	Administrator	0-1	Time	0-2	SCORING EASE	0-1	Norm Range	0-1	Score Interpretation	0-2	Score Conversion	0-1	Norm Group	0-1	Score Interpreter	0-3	CAN DECISIONS BE MADE?	0-3	Test - Retest	0-3	Internal Consistency	0-3	Alternate Form	0-1	REPLICABILITY	0-3	RANGE - COVERAGE	0-2	SCORE GRADATION	0-2	0-2	0-1	0-0	0-0	3	1	P F F P
BASKETBALL SKILLS TESTS FOR BOYS Speed Pass	(AAHPR)	1	0 2 0 1 0 0 0 0 0	0-2	Item Selection	0-1	% Goal Assessed	0-2	% Items Belonging	0-1	Empirical Item Sel.	0-1	Theoretical	0-1	Divergent	0-1	Factorial	0-1	Experimental	0-2	CONCURRENT	0-3	PREDICTIVE	0-1	REAL INTENT GIVEN	0-2	Item Appropriateness	0-1	Item Difficulties	0-2	Item Relevance	0-1	Concepts, Vocabulary	0-1	Task Aspects	0-1	Administration	0-1	Sample Items	0-1	Page Layout	0-1	Illustration/Print	0-1	Item Coherence	0-1	TIME AND PACING	0-2	RECORDING ANSWERS	0-1	Testing Group Size	0-1	Administrator	0-1	Time	0-2	SCORING EASE	0-1	Norm Range	0-1	Score Interpretation	0-2	Score Conversion	0-1	Norm Group	0-1	Score Interpreter	0-3	CAN DECISIONS BE MADE?	0-3	Test - Retest	0-3	Internal Consistency	0-3	Alternate Form	0-1	REPLICABILITY	0-3	RANGE - COVERAGE	0-2	SCORE GRADATION	0-2	0-2	0-1	0-0	0-0	3	1	P F F P
BASKETBALL SKILLS TESTS FOR GIRLS Under Basket Shot	(AAHPR)	1	0 2 0 1 0 0 0 0 0	0-2	Item Selection	0-1	% Goal Assessed	0-2	% Items Belonging	0-1	Empirical Item Sel.	0-1	Theoretical	0-1	Divergent	0-1	Factorial	0-1	Experimental	0-2	CONCURRENT	0-3	PREDICTIVE	0-1	REAL INTENT GIVEN	0-2	Item Appropriateness	0-1	Item Difficulties	0-2	Item Relevance	0-1	Concepts, Vocabulary	0-1	Task Aspects	0-1	Administration	0-1	Sample Items	0-1	Page Layout	0-1	Illustration/Print	0-1	Item																																												

TEST NAME

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SECONDARY GOAL TEST NAME

	MEASUREMENT VALIDITY	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES	
Rating Range:	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE		
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.		
	Theoretical	Divergent	Factorial	Experimental		
	REAL INTENT GIVEN					
	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary		
	Task Aspects	Administration	Sample Items	Page Layout		
	Illustration/Print	Item Coherence	TIME AND PACING			
	RECORDING ANSWERS					
	Testing Group Size	Administrator	Time	SCORING EASE		
	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	
	CAN DECISIONS BE MADE?					
	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY		
	RANGE — COVERAGE					
	SCORE GRAOATION					
	TOTAL LETTER GRADES					
VOLLEYBALL SKILLS TESTS FOR BOYS AND GIRLS Passing	(AAHPR)	0 0 2 0 1 0 0 0 0 0	1 2 0 1 1 0 0 0 1 1 1 1 1	0 1 1 2 0 1 1 0 1 1	0 0 0 0 1 1	P F F F
VOLLEYBALL SKILLS TESTS FOR BOYS AND GIRLS Serving	(AAHPR)	0 0 2 0 1 0 0 0 0 0	1 2 0 1 1 0 0 0 1 1 1 1 1	0 1 1 2 0 1 1 0 1 1	0 0 0 0 1 1	P F F F
VOLLEYBALL SKILLS TESTS FOR BOYS AND GIRLS Set-Up	(AAHPR)	0 0 2 0 1 0 0 0 0 0	1 2 0 1 1 0 0 0 1 1 1 1 1	0 1 1 2 0 1 1 0 1 1	0 0 0 0 1 1	P F F F
VOLLEYBALL SKILLS TESTS FOR BOYS AND GIRLS Volleying	(AAHPR)	0 0 2 0 1 0 0 0 0 0	1 2 0 1 1 0 0 0 1 1 1 1 1	0 1 1 2 0 1 1 0 1 1	0 0 0 0 1 1	P F F F
46. SPORTS AND GAMES						
46a. Rules and Strategies of Sports and Games						
ACTION-CHOICE TESTS FOR COMPETITIVE SPORTS SITUATIONS (MCH)		0 0 2 0 0 0 0 0 0 0	1 1 0 1 1 1 1 0 0 1 1 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 0 0 0	P F F F
OCCUPATIONAL EXAMINATION Swimming Instructor (M.C.)		0 0 2 0 0 0 0 0 0 0	1 2 0 1 0 1 0 0 1 0 0 1 1	2 1 0 2 0 0 2 0 1 0	0 0 0 0 0 0	P F F F
46b. Skill in Sports and Games						
ARCHERY SKILLS TESTS FOR BOYS AND GIRLS 10 Yards — 12 Arrows (AAHPR)		1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1 1 1 1	0 1 1 2 0 1 1 0 1 1	0 0 0 0 3 1	P F F F
ARCHERY SKILLS TESTS FOR BOYS AND GIRLS 30 Yards — 12 Arrows (AAHPR)		1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1 1 1 1	0 1 1 2 0 1 1 0 1 1	0 0 0 0 2 1	P F F F
ARCHERY SKILLS TESTS FOR BOYS AND GIRLS Total of 10 and 20 Yards (AAHPR)		1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1 1 1 1	0 1 1 2 0 1 1 0 1 1	0 0 0 0 3 1	P F F F
ARCHERY SKILLS TESTS FOR BOYS AND GIRLS Total of 10, 20, and 30 Yards (AAHPR)		1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1 1 1 1	0 1 1 2 0 1 1 0 1 1	0 0 0 0 3 1	P F F F
ARCHERY SKILLS TESTS FOR BOYS AND GIRLS 20 Yards — 12 Arrows (AAHPR)		1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1 1 1 1	0 1 1 2 0 1 1 0 1 1	0 0 0 0 3 1	P F F F
BELMONT MEASURES OF ATHLETIC PERFORMANCE Basketball Scale for Women (PA)		0 0 1 0 1 0 0 0 0 0	0 1 0 1 1 1 0 0 1 0 1 1 1	1 1 1 1 0 1 1 0 1 0	0 0 0 0 0 0	P F F F
BELMONT MEASURES OF ATHLETIC PERFORMANCE Softball Scale for Women (PA)		0 0 1 0 1 0 0 0 0 0	0 1 0 1 1 1 0 0 1 0 1 1 1	1 1 1 1 0 1 1 0 1 0	0 0 0 0 0 0	P F F F
BELMONT MEASURES OF ATHLETIC PERFORMANCE Volleyball Scale for Women (PA)		0 0 1 0 1 0 0 0 0 0	0 1 0 1 1 1 0 0 1 0 0 1 1	1 1 1 1 0 1 1 0 1 0	0 0 0 0 0 0	P F F F
FOOTBALL SKILLS TESTS Ball Changing Zigzag Run (AAHPR)		1 0 2 0 1 0 0 0 0 0	1 2 0 1 0 0 0 0 1 1 1 1 1	0 1 1 2 0 1 1 0 1 1	0 0 0 0 3 1	P F F F

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SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION	INSTRUCTIONS	FORMAT	TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION	SCORING EASE	INTERPRETATION	CAN DECISIONS BE MADE?	RELIABILITY	REPLICABILITY	RANGE - COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
ENGINEERING AND PHYSICAL SCIENCE APTITUDE TEST Mechanical Comprehension	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	1	1
MECHANICAL COMPREHENSION TEST - FORM BB	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	1	1	1
MECHANICAL COMPREHENSION TEST - FORM CC	2	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	1	1	1
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Physics Measurement	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	1	1	1
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Physics Mechanics	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	0	1	1	1
MULTIPLE APTITUDE TESTS Spatial Visualization Applied Science and Mechanics	0	0	2	0	1	0	0	0	2	0	1	2	0	1	1	0	1	1	1
TEST OF MECHANICAL COMPREHENSION - FORM AA	0	0	2	0	1	0	0	0	1	0	1	2	0	1	1	0	1	1	1
TEST OF MECHANICAL COMPREHENSION - FORM MI	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	0	1	1	1
TESTS OF THE PHYSICAL SCIENCE STUDY COMMITTEE - ADVANCED TOPICS Angular Momentum	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	1	1	1	1
TESTS OF THE PHYSICAL SCIENCE STUDY COMMITTEE - ADVANCED TOPICS Irreversible Processes; Entropy	0	0	2	0	1	0	0	0	0	0	1	0	0	1	1	0	1	1	1
TESTS OF THE PHYSICAL SCIENCE STUDY COMMITTEE - ADVANCED TOPICS Relativistic Kinematics; Speed, Energy, and Mass	0	1	2	0	1	0	0	0	0	0	1	0	0	1	1	1	1	1	1
TESTS OF THE PHYSICAL SCIENCE STUDY COMMITTEE - SERIES N Comprehensive Test on Parts 3 and 4	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	0	1	1	1
TESTS OF THE PHYSICAL SCIENCE STUDY COMMITTEE - SERIES N Energy	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	0	1	1	1
TESTS OF THE PHYSICAL SCIENCE STUDY COMMITTEE - SERIES N Force and Momentum	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1
TESTS OF THE PHYSICAL SCIENCE STUDY COMMITTEE - SERIES N Space, Time, and Motion	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	0	1	1	1
51B. Kinetic Theory																			
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Physics Heat	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	1	1	1
TESTS OF THE PHYSICAL SCIENCE STUDY COMMITTEE - SERIES N Mass and Matter	0	1	2	0	0	0	0	0	0	0	1	1	0	1	1	0	1	1	1

TEST NAME

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TEST NAME

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
		CONTENT					CONSTRUCT					REAL INTENT GIVEN					COMPREHENSION					INSTRUCTIONS					FORMAT					TIME AND PACING						RECORDING ANSWERS					ADMINISTRATION					SCORING EASE					INTERPRETATION					CAN DECISIONS BE MADE?					RELIABILITY					REPLICABILITY					RANGE - COVERAGE					SCORE GRADATION																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental			Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	Testing Group Size	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	Test - Retest	Internal Consistency	Alternate Form																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								

TEST NAME

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SECONDARY GOAL

TEST NAME

MEASUREMENT VALIDITY	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES					
CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN					
Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical					
Divergent	Factorial	Experimental							
Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects					
Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence					
TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION	SCORING EASE	INTERPRETATION					
Testing Group Size	Administrator	Time	Norm Range	Score Interpretation					
Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest					
Internal Consistency	Alternate Form	RELIABILITY	REPLICABILITY	RANGE — COVERAGE					
SCORE GRADATION									
Rating Range:									
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 11 Need and Search for World Order	(AS)	0 0 2 0 1 0 0 0 0 0	1 2 1 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 0 0 0 0	P G F P			
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 11 Scandinavian Countries	(AS)	0 0 2 0 1 0 0 0 0 0	1 2 1 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 0 0 0 0	P G F P			
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 11 Total Test	(AS)	0 1 2 0 1 0 0 0 0 0	1 2 1 1 1 1 0 0 1 1 1 1 1	2 1 0 2 0 1 2 0 1 1	0 0 0 1 3 2	P G F P			
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 11 U.S.S.R.	(AS)	0 0 2 0 1 0 0 0 0 0	1 1 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 0 0 0 0	P F F P			
MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATIONS Social Studies Grade 12 Problems of Man's Search for Peace	(AS)	0 0 2 0 1 0 0 0 0 0	1 2 1 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 0 0 0 0	P G F P			
560. American History									
AMERICAN HISTORY — GOVERNMENT PROBLEMS OF DEMOCRACY Constitution	(PA)	1 0 2 0 1 0 0 0 0 0	1 1 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 1 0 1 0 1 0	0 0 0 0 0 0 0	P F F P			
AMERICAN HISTORY — GOVERNMENT PROBLEMS OF DEMOCRACY Foreign Policy	(PA)	1 0 2 0 1 0 0 0 0 0	1 1 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 1 0 1 0 1 0	0 0 0 0 0 0 0	P F F P			
AMERICAN HISTORY — GOVERNMENT PROBLEMS OF DEMOCRACY Growth of a Democracy	(PA)	1 0 2 0 1 0 0 0 0 0	1 1 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 1 0 1 0 1 0	0 0 0 0 0 0 0	P F F P			
AMERICAN HISTORY — GOVERNMENT PROBLEMS OF DEMOCRACY Growth of a Rational Spirit	(PA)	1 0 2 0 1 0 0 0 0 0	1 1 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 1 0 1 0 1 0	0 0 0 0 0 0 0	P F F P			
AMERICAN HISTORY — GOVERNMENT PROBLEMS OF DEMOCRACY Problems of American Democracy	(PA)	1 0 2 0 1 0 0 0 0 0	1 1 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 1 0 1 0 1 0	0 0 0 0 0 0 0	P F F P			
AMERICAN HISTORY — GOVERNMENT PROBLEMS OF DEMOCRACY Total	(PA)	1 1 2 0 1 0 0 0 0 0	1 1 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 1 0 2 0 1 0	0 0 0 1 0 2	P F F P			
COOPERATIVE SOCIAL STUDIES TEST— American History, Senior High School	(ETS)	2 1 2 0 1 0 0 0 0 2 0	1 2 1 1 1 1 0 0 1 1 1 0 1	2 1 1 2 0 0 2 0 1 1	0 3 1 1 3 2	F F F F			
COOPERATIVE TOPICAL TESTS IN AMERICAN HISTORY Development of Industrial America	(ETS)	1 0 2 0 1 0 0 0 0 2 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 2 0 1 2 0	P F F P			
COOPERATIVE TOPICAL TESTS IN AMERICAN HISTORY Expansion, Civil War, and Reconstruction, 1840-1877	(ETS)	1 0 2 0 1 0 0 0 0 2 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 3 0 1 1 0	P F F P			
COOPERATIVE TOPICAL TESTS IN AMERICAN HISTORY Exploration, Colonization, and Independence, 1480-1783	(ETS)	1 0 2 0 1 0 0 0 0 2 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 2 0 1 1 0	P F F P			
COOPERATIVE TOPICAL TESTS IN AMERICAN HISTORY Foundations of American Government, 1781-1801	(ETS)	1 0 2 0 1 0 0 0 0 2 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 2 0 1 2 0	P F F P			
COOPERATIVE TOPICAL TESTS IN AMERICAN HISTORY Growth of Nationalism and Democracy, 1801-1840	(ETS)	1 0 2 0 1 0 0 0 0 2 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 3 0 1 2 0	P F F P			

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TEST NAME

SECONDARY GOAL TEST NAME						MEASUREMENT VALIDITY									EXAMINEE APPROPRIATENESS								ADMINISTRATIVE - USABILITY							NORMED TECHNICAL EXCELLENCE				TOTAL LETTER GRADES													
						CONTENT			CONSTRUCT			REAL INTENT GIVEN			ADMPRE- HENSION		INSTRUCTIONS		FORMAT		TIME AND PACING		RECORDING ANSWERS		ADMINI- STRATION		SCORING EASE			INTERPRETATION			CAN DECISIONS BE MADE?		RELIABILITY		REPLICABILITY		RANGE -- COVERAGE		SCORE GRADUATION						
						0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	G.L.D.				
						Item Selection	% Goal Assessed	% Items-Belonging	Empirical Item Sel.	Theoretical Divergent	Factorial	Experimental				Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter			Test — Retest	Internal Consistency	Alternate Form							
A. Interest In Social Studies BROOK REACTION TEST - EXPERIMENTAL EDITION Political VOCATIONAL/CAREER EDUCATION						(NFER)	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F P P	-		
60. KNOWLEDGE AND SKILLS FOR VOCATIONAL SUCCESS EDUCATIONAL DEVELOPMENT SERIES: SENIOR LEVEL Solving Everyday Problems						(STS)	0	0	1	0	0	0	0	0	1	1	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	2	0	1	2	0	1	0	1	2	0	1	3	2	P G F F	-	
HARTIG PERFORMANCE APPRAISAL Major Job Tasks						(MPS)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	2	0	0	2	0	0	0	0	0	0	0	0	P F P P	-	
60A. Agriculture Vocations																																															
CONTENT EVALUATION SERIES: AGRIBUSINESS ACHIEVEMENT TEST Animal Science						(THC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F	-
CONTENT EVALUATION SERIES: AGRIBUSINESS ACHIEVEMENT TEST Management						(HMC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	3	0	1	3	2	P G F F	-
CONTENT EVALUATION SERIES: AGRIBUSINESS ACHIEVEMENT TEST Mechanics						(HHC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F	-
CONTENT EVALUATION SERIES: AGRIBUSINESS ACHIEVEMENT TEST Plant and Animal Science						(HNC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	2	0	1	3	2	P G F F	-
60B. Distributive Vocations																																															
APTITUDE ASSOCIATES TEST OF SALES APTITUDE						(HB)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	P G F P	-
HIRING MANUAL Sales Terms						(PI)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	3	0	0	0	1	0	0	P G G P	-
OCCUPATIONAL EXAMINATION Business Aptitude						(MLC)	0	0	2	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	0	1	1	1	1	2	1																

TEST NAME

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SECONDARY GOAL
TEST NAME

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SECONDARY GOAL
TEST NAME

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TEST NAME

216

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SECONDARY GOAL

[illegible]

TEST NAME

223

TEST NAME

244

TEST NAME



ERIC
Full Text Provided by ERIC

TEST NAME

257

SECONDARY GOAL

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SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
Rating Range:	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental
Rating Range:	REAL INTENT GIVEN	COMPRE- HENSION	INSTRUCTIONS	FORMAT	TIME AND PACING	RECORDING ANSWERS	ADMINI- STRATION	SCORING EASE
Rating Range:	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout
Rating Range:	Illustration/Print	Item Coherence	TESTING GROUP SIZE	ADMINISTRATOR	TIME	NORM RANGE	SCORE INTERPRETATION	SCORE CONVERSION
Rating Range:	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test - Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE - COVERAGE
Rating Range:	SCORE GRADATION	TOTAL LETTER GRADES	TOTAL LETTER GRADES	TOTAL LETTER GRADES	TOTAL LETTER GRADES	TOTAL LETTER GRADES	TOTAL LETTER GRADES	TOTAL LETTER GRADES
MULTIPLE APTITUDE TESTS Perceptual Speed Routine Clerical Facility (CTB)	0 1 2 0 1 0 0 0 2 1	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 2	0 0 0 1 3 2	P 6 G 6 P			
MULTIPLE APTITUDE TESTS Perceptual Speed Total Test (CTB)	0 1 1 0 1 0 0 0 0 2	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 2	0 3 0 1 3 2	P 6 G 6 F			
NAME FINDING TEST (ATS)	0 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 1 0 0	P 6 F P			
NUMBER PERCEPTION TEST (ATS)	0 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 1 0 0	P 6 F P			
O'ROURKE CLERICAL APTITUDE TEST, JUNIOR GRADE Clerical Problems (ORD)	0 1 2 0 0 0 0 0 0 0	1 2 0 1 1 0 0 0 0 0 0 0 1 1	2 1 1 1 0 1 0 1 0 1 0	0 0 0 1 0 0	P P F P			
OCCUPATIONAL EXAMINATION Freight Checker (NLC)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 0 0 0 0 0 0 0 1 1 0	2 1 0 2 0 0 2 0 1 0	0 0 0 0 0 0	P P F P			
OCCUPATIONAL EXAMINATION Verbal and Clerical Abilities (NLC)	0 0 0 0 0 0 0 0 0 0	1 2 0 1 0 0 0 0 0 0 0 1 1 1	2 1 0 2 0 0 2 0 1 0	0 0 0 0 0 0	P P F P			
OFFICE ABILITY REVIEW Filing (LIA)	0 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1 1 1	2 1 1 2 0 1 1 0 1 0	0 0 0 0 0 0	P 6 F P			
OFFICE SKILLS ACHIEVEMENT TEST Checking (PA)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 0 0 0 0 1 1 1	2 1 1 1 0 1 2 0 1 2	0 0 0 1 0 0	P F F P			
OFFICE SKILLS ACHIEVEMENT TEST Filing (PA)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 0 0 0 0 1 0 1	2 1 1 1 0 1 2 0 1 2	0 0 0 1 0 0	P F F P			
OFFICE SKILLS ACHIEVEMENT TEST Total (PA)	0 0 1 0 0 0 0 0 0 0	1 2 0 1 1 1 0 0 0 0 0 0 0 1	2 1 1 1 0 1 2 0 1 2	0 0 0 1 0 0	P P F P			
OHIO CLASSIFICATION TEST Digit - Symbol (PA)	0 0 2 0 0 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 1 1 0 1 0	0 0 0 1 0 0	P F F P			
OHIO CLASSIFICATION TEST Total (PA)	0 0 1 0 0 0 0 0 0 0	0 2 0 1 1 1 0 0 1 0 1 0 1	2 1 1 1 0 1 1 0 1 0	0 0 0 0 0 0	P F F P			
PURDUE CLERICAL ADAPTABILITY TEST Checking (PRF)	0 0 2 0 0 0 0 0 0 1	1 2 0 1 1 1 1 0 0 1 1 1 1	2 1 1 2 0 1 1 0 1 0	0 0 0 1 0 0	P F F P			
PURDUE CLERICAL ADAPTABILITY TEST Copying (PRF)	0 0 2 0 0 0 0 0 0 1	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 0 0 1 1 0 1 0	0 0 0 1 0 0	P 6 P P			
SHORT TESTS OF CLERICAL ABILITY Checking (SRA)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 1 1 0 1 0	0 0 0 1 0 0	P 6 F P			
SHORT TESTS OF CLERICAL ABILITY Coding (SRA)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 1 1 0 1 0	0 0 0 1 0 0	P 6 F P			
SHORT TESTS OF CLERICAL ABILITY Filing (SRA)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 1 1 0 1 0	0 0 0 1 0 0	P 6 F P			

SECONDARY GOAL TEST NAME

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE										TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
		CONTENT					CONSTRUCT					CONCURRENT					PREDICTIVE					REAL INTENT GIVEN					COMPREHENSION					INSTRUCTIONS					FORMAT						TIME AND PACING					RECORDING ANSWERS					ADMINISTRATION					SCORING/EASE					INTERPRETATION					RELIABILITY					REPLICABILITY					RANGE — COVERAGE					SCORE GRADATION																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
		Item Selection					% Goal Assessed					% Items Belonging					Empirical Item Sel.					Theoretical					Divergent					Factorial					Experimental																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				</				

SECONDARY GOAL

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TEST NAME

225

SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
OFFICE SKILLS ACHIEVEMENT TEST Arithmetic	0 1 2 0 0 0 0 0 0 0	0 1 2 0 0 0 0 0 0 0	0 1 2 0 0 0 0 0 0 0	0 1 2 0 0 0 0 0 0 0	0 1 2 0 0 0 0 0 0 0	0 1 2 0 0 0 0 0 0 0	0 0 0 1 0 0	P F F F P
PURDUE CLERICAL ADAPTABILITY TEST Computation	0 1 2 0 0 0 0 0 0 0	0 1 2 0 0 0 0 0 0 0	0 1 2 0 0 0 0 0 0 0	0 1 2 0 0 0 0 0 0 0	0 1 2 0 0 0 0 0 0 0	0 1 2 0 0 0 0 0 0 0	0 0 0 1 0 0	P F F F P
PURDUE CLERICAL ADAPTABILITY TEST Reasoning (Arithmetical)	0 1 2 0 0 0 0 0 0 0	0 1 2 0 0 0 0 0 0 0	0 1 2 0 0 0 0 0 0 0	0 1 2 0 0 0 0 0 0 0	0 1 2 0 0 0 0 0 0 0	0 1 2 0 0 0 0 0 0 0	0 0 0 1 0 0	P F F F P
SHORT TESTS OF CLERICAL ABILITY Arithmetic - Part I	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 0 1 0 0	P G F F P
SHORT TESTS OF CLERICAL ABILITY Arithmetic - Part II	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 0 1 0 0	P G F F P
SRA ARITHMETIC INDEX Addition and Subtraction of Whole Numbers	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 0 0 0 0	P F F F P
SRA ARITHMETIC INDEX Decimals and Percentages	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 0 0 0 0	P F F F P
SRA ARITHMETIC INDEX Fractions	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 0 0 0 0	P F F F P
SRA ARITHMETIC INDEX Multiplication and Division of Whole Numbers	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 2 0 1 0 0 0 0 0	0 0 0 0 0 0	P F F F P
SRA CLERICAL ABILITIES Office Arithmetic	1 1 2 0 1 0 0 0 0 0	1 1 2 0 1 0 0 0 0 0	1 1 2 0 1 0 0 0 0 0	1 1 2 0 1 0 0 0 0 0	1 1 2 0 1 0 0 0 0 0	1 1 2 0 1 0 0 0 0 0	0 1 0 1 0 0	P G F F P
SRA MECHANICAL ABILITIES Shop Arithmetic	1 1 2 0 1 0 0 0 0 0	1 1 2 0 1 0 0 0 0 0	1 1 2 0 1 0 0 0 0 0	1 1 2 0 1 0 0 0 0 0	1 1 2 0 1 0 0 0 0 0	1 1 2 0 1 0 0 0 0 0	0 0 0 1 1 2	P G F F P
G.I.E. Vocational Creativity								
CREE QUESTIONNAIRE	1 0 0 0 0 0 0 0 0 0	1 0 0 0 0 0 0 0 0 0	1 0 0 0 0 0 0 0 0 0	1 0 0 0 0 0 0 0 0 0	1 0 0 0 0 0 0 0 0 0	1 0 0 0 0 0 0 0 0 0	0 0 0 1 0 0	P F F F P
G.I.E. Managerial Aptitude								
BLUE COLLAR SUPERVISION TEST Change	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 0 0 0 0	P F F F P
BLUE COLLAR SUPERVISION TEST Coaching	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 0 0 0 0	P F F F P
BLUE COLLAR SUPERVISION TEST Control	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 0 0 0 0	P F F F P
BLUE COLLAR SUPERVISION TEST Discipline	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 2 0 0 0 0 0 0 0	0 0 0 0 0 0	P F F F P

SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY						NORMED TECHNICAL EXCELLENCE				TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
		CONTENT		CONSTRUCT		CONCURRENT		PREDICTIVE		REAL INTENT GIVEN		COMPREHENSION		INSTRUCTIONS		FORMAT		TIME AND PACING		RECORDING ANSWERS			ADMINISTRATION		SCORING EASE		INTERPRETATION		RELIABILITY		REPLICABILITY		RANGE — COVERAGE		SCORE GRADATION																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
Item Selection		0-2																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																

TEST NAME

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SECONDARY GOAL
TEST NAME

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TEST NAME

240

SECONDARY GOAL
TEST NAME

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SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
Rating Range	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1
Item Selection	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1
% Goal Assessed	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1
% Items Belonging	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Empirical Item Sel.	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Theoretical	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Divergent	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Factorial	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Experimental	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1
REAL INTENT GIVEN	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1
Item Appropriateness	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1
Item Difficulties	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Item Relevance	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Concepts, Vocabulary	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Task Aspects	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Administration	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Sample Items	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Page Layout	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Illustration/Print	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Item Coherence	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
TIME AND PACING	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1
RECORDING ANSWERS	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1
Testing Group Size	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Administrator	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1
Time	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
SCORING EASE	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Norm Range	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Score Interpretation	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Score Conversion	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1
Norm Group	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
Score Interpreter	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
CAN DECISIONS BE MADE?	0-3	0-3	0-3	0-3	0-3	0-3	0-3	0-3
Test — Retest	0-3	0-3	0-3	0-3	0-3	0-3	0-3	0-3
Internal Consistency	0-3	0-3	0-3	0-3	0-3	0-3	0-3	0-3
Alternate Form	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1
REPLICABILITY	0-3	0-3	0-3	0-3	0-3	0-3	0-3	0-3
RANGE — COVERAGE	0-3	0-3	0-3	0-3	0-3	0-3	0-3	0-3
SCORE GRADATION	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2

SECONDARY GOAL TEST NAME

	Rating Range:	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE				TOTAL LETTER GRADES						
		CONTENT					CONSTRUCT					REAL INTENT GIVEN					COMPREHENSION					INSTRUCTIONS					FORMAT					TIME AND PACING										
		CONCURRENT					PREOCTIVE					RECORDING ANSWERS					ADMINISTRATION					SCORING EASE					INTERPRETATION					RELIABILITY										
		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental			Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	Testing Group Size	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	RANGE — COVERAGE	SCORE GRADATION							
IN CAREER PLANNING TEST	(M)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	1	3	2	P G F P		
IN JOB APPLICATION PROCEDURES TEST	(M)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	1	3	2	P G F P		
IN KNOWLEDGE OF OCCUPATIONS TEST	(M)	1	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	0	1	3	2	P G F P		
SPEECH-APPEARANCE RECORD	(PC)	0	0	1	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	2	0	1	0	0	0	0	0	0	0	P F F P		
63- VOCATIONAL INTERESTS																																										
CHOICE MOTIVATOR SCALE	(GPCT)	0	0	2	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	0	0	1	1	2	1	1	0	0	0	2	0	0	0	0	0	0	0	0	P F P P		
EDUCATIONAL DEVELOPMENT SERIES By Career Plans	(STS)	0	1	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	0	0	0	0	0	0	P F F P		
HALL OCCUPATIONAL ORIENTATION INVENTORY Appetite Concern	(FEC)	2	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	0	0	0	0	0	P G F P		
HOW WELL DO YOU KNOW YOUR INTERESTS Femininity	(EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	0	0	1	0	P G F P		
HOW WELL DO YOU KNOW YOUR INTERESTS Masculinity	(EAC)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	1	2	0	0	1	0	P G F P		
INTEREST-PREFERENCE TEST FOR PROSPECTIVE NURSES	(CPS)	0	0	2	0	0	0	0	0	0	0	1	2	0	1	1	1	0	0	0	1	1	1	1	2	1	1	1	0	1	2	0	1	0	0	0	1	0	0	P F F P		
INVENTORY OF VOCATIONAL INTERESTS Sum of Two Major Scores	(PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	0	1	0	1	1	0	1	1	1	2	1	1	2	0	1	1	0	1	1	0	0	0	1	0	P F F P		
SELF-DIRECTED SEARCH, SUMMARY CODE	(CPP)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	1	1	1	1	1	2	1	0	1	0	0	2	0	1	3	0	0	0	0	0	P G F P		
STRONG VOCATIONAL INTEREST BLANK FOR MEN Academic Achievement	(PC)	1	0	0	0	1	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	2	0	0	2	0	0	1	0	P F F P	
STRONG VOCATIONAL INTEREST BLANK FOR MEN Advertising Bias	(PC)	1	0	0	0	1	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	2	0	0	2	1	0	0	1	0	P F F P
STRONG VOCATIONAL INTEREST BLANK FOR MEN Age Related Interest Scale	(PC)	1	0	0	0	1	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	2	0	0	2	0	0	1	0	P F F P	
STRONG VOCATIONAL INTEREST BLANK FOR MEN Diversity of Interests	(PC)	1	0	0	0	1	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	2	0	0	2	0	0	1	0	P F F P	
STRONG VOCATIONAL INTEREST BLANK FOR MEN Masculinity-Femininity	(PC)	1	0	0	0	1	0	0	0	0	0	1	1	0	1	1	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	2	0	0	2	0	0	1	0	P F F P	

TEST NAME

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SECONDARY GOAL TEST NAME						MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS								ADMINISTRATIVE USABILITY									NORMED TECHNICAL EXCELLENCE				TOTAL LETTER GRADES
	Rating Range:	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION	INSTRUCTIONS	FORMAT	TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION	SCORING EASE	INTERPRETATION	CAN DECISIONS BE MADE?	RELIABILITY	REPLICABILITY	RANGE - COVERAGE	SCORE GRADATION	Grade														
																					% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items
CAREER GUIDANCE INVENTORY Good Service	(EBI)	0 0 2 0 0 0 0 0 0 0				1 2 0 1 1 0 1 1 1 1 0 1 1						2 1 1 2 0 0 2 0 1 1				0 0 0 0 0 0				P F F P														
CAREER GUIDANCE INVENTORY Masonry	(EBI)	0 0 2 0 0 0 0 0 0 0				1 2 0 1 1 0 1 1 1 1 0 1 1						2 1 1 2 0 0 2 0 1 1				0 0 0 0 0 0				P F F P														
CAREER GUIDANCE INVENTORY Mechanical Engineering Technology	(EBI)	0 0 2 0 0 0 0 0 0 0				1 2 0 1 1 0 1 1 1 1 0 1 1						2 1 1 2 0 0 2 0 1 1				0 0 0 0 0 0				P F F P														
CAREER GUIDANCE INVENTORY Mechanical Repair	(EBI)	0 0 2 0 0 0 0 0 0 0				1 2 0 1 1 0 1 1 1 1 0 1 1						2 1 1 2 0 0 2 0 1 1				0 0 0 0 0 0				P F F P														
CAREER GUIDANCE INVENTORY Medical Technology - Laboratory	(EBI)	0 0 2 0 0 0 0 0 0 0				1 2 0 1 1 0 1 1 1 1 0 1 1						2 1 1 2 0 0 2 0 1 1				0 0 0 0 0 0				P F F P														
CAREER GUIDANCE INVENTORY Painting and Decoration	(EBI)	0 0 2 0 0 0 0 0 0 0				1 2 0 1 1 0 1 1 1 1 0 1 1						2 1 1 2 0 0 2 0 1 1				0 0 0 0 0 0				P F F P														
CAREER GUIDANCE INVENTORY Plumbing and Pipefitting	(EBI)	0 0 2 0 0 0 0 0 0 0				1 2 0 1 1 0 1 1 1 1 0 1 1						2 1 1 2 0 0 2 0 1 1				0 0 0 0 0 0				P F F P														
CAREER GUIDANCE INVENTORY Printing	(EBI)	0 0 2 0 0 0 0 0 0 0				1 2 0 1 1 0 1 1 1 1 0 1 1						2 1 1 2 0 0 2 0 1 1				0 0 0 0 0 0				P F F P														
CAREER GUIDANCE INVENTORY Sheet Metal and Welding	(EBI)	0 0 2 0 0 0 0 0 0 0				1 2 0 1 1 0 1 1 1 1 0 1 1						2 1 1 2 0 0 2 0 1 1				0 0 0 0 0 0				P F F P														
CAREER GUIDANCE INVENTORY Tool and Die Making - Precision Machinery	(EBI)	0 0 2 0 0 0 0 0 0 0				1 2 0 1 1 0 1 1 1 1 0 1 1						2 1 1 2 0 0 2 0 1 1				0 0 0 0 0 0				P F F P														
CAREER GUIDANCE INVENTORY Transportation Services	(EBI)	0 0 2 0 0 0 0 0 0 0				1 2 0 1 1 0 1 1 1 1 0 1 1						2 1 1 2 0 0 2 0 1 1				0 0 0 0 0 0				P F F P														
CAREER INTERESTS TEST Practical-Technical	(EDITS)	0 0 2 0 0 0 0 0 0 0				1 2 0 1 1 0 1 0 0 1 1 1 1 1						2 1 1 2 0 0 2 0 1 1				0 0 0 1 0 0				P F F P														
COMMONLY OCCUPATIONAL INTERESTS QUESTIONNAIRE Group I	(CRAC)	0 1 2 0 0 0 0 0 0 0				1 1 0 1 0 1 0 0 1 1 1 1 1						2 1 1 2 0 1 2 0 1 2				0 0 0 1 0 1				P F G														
COMMONLY OCCUPATIONAL INTERESTS BLANK Part I Practical - Girls	(CRAC)	0 0 2 0 1 0 0 0 0 0				1 2 0 1 1 1 0 0 1 1 1 1 1						2 1 1 2 0 0 2 0 1 2				2 3 0 1 0 0				P A F F														
CURTIS INTEREST SCALE Mechanics	(PA)	0 0 2 0 1 0 0 0 0 0				1 2 0 1 1 1 0 0 1 1 1 1 0						2 1 1 1 0 0 2 0 1 1				0 0 0 1 0 0				P F F P														
CURTIS INTEREST SCALE Production	(PA)	0 0 2 0 1 0 0 0 0 0				1 2 0 1 1 1 0 0 1 1 1 1 0						2 1 1 1 0 0 2 0 1 1				0 0 0 1 0 0				P F F F														
DF OPINION SURVEY Need for Precision	(SPS)	1 0 2 0 1 0 0 0 0 0				1 2 0 1 1 1 0 1 1 1 1 1 1																												

SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN
Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical
0-1	0-1	0-1	0-1	Divergent
0-1	0-1	0-1	0-1	Factorial
0-1	0-1	0-1	0-1	Experimental
0-2	0-2	0-2	0-2	Item Appropriateness
0-1	0-1	0-1	0-1	Item Difficulties
0-1	0-1	0-1	0-1	Item Relevance
0-1	0-1	0-1	0-1	Concepts, Vocabulary
0-1	0-1	0-1	0-1	Task Aspects
0-1	0-1	0-1	0-1	Administration
0-1	0-1	0-1	0-1	Sample Items
0-1	0-1	0-1	0-1	Page Layout
0-1	0-1	0-1	0-1	Illustration/Print
0-1	0-1	0-1	0-1	Item Coherence
0-1	0-1	0-1	0-1	TIME AND PACING
0-1	0-1	0-1	0-1	RECORDING ANSWERS
0-2	0-2	0-2	0-2	Testing Group Size
0-1	0-1	0-1	0-1	Administrator
0-1	0-1	0-1	0-1	Time
0-2	0-2	0-2	0-2	SCORING EASE
0-1	0-1	0-1	0-1	Norm Range
0-1	0-1	0-1	0-1	Score Interpretation
0-2	0-2	0-2	0-2	Score Conversion
0-1	0-1	0-1	0-1	Norm Group
0-1	0-1	0-1	0-1	Score Interpreter
0-3	0-3	0-3	0-3	CAN DECISIONS BE MADE?
0-3	0-3	0-3	0-3	Test — Retest
0-3	0-3	0-3	0-3	Internal Consistency
0-1	0-1	0-1	0-1	Alternate Form
0-3	0-3	0-3	0-3	REPLICABILITY
0-3	0-3	0-3	0-3	RANGE — COVERAGE
0-2	0-2	0-2	0-2	SCORE GRADATION
Rating Range:				
EDUCATIONAL INTEREST INVENTORY, FORM A Industrial Arts (EET)	1 0 1 0 1 0 0 0 0 0	1 2 0 1 0 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 0 0 P G F P
FOULER-PARMENTER SELF-SCORING INTEREST RECORD Operative (GCT)	1 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1	2 1 1 2 0 1 1 0 1 1	0 0 0 1 0 0 P F F P
FOULER-PARMENTER SELF-SCORING INTEREST RECORD Skilled Mechanical (GCT)	1 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1	2 1 1 2 0 1 1 0 1 1	0 0 0 1 0 0 P F F P
GEIST PICTURE INTEREST INVENTORY: FEMALE Mechanical (MPS)	1 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 1 1 0 0 1 1	2 1 1 2 1 0 2 0 1 1	0 0 0 1 3 2 P F F P
GEIST PICTURE INTEREST INVENTORY: MALE Mechanical (MPS)	1 1 2 0 1 0 0 0 1 0	1 2 0 1 1 1 1 1 0 0 1 1	2 1 1 2 1 0 2 0 1 1	3 0 0 1 1 2 P F F P
GORDON OCCUPATIONAL CHECK LIST Technology (HBJ)	2 1 2 0 1 1 0 0 0 0	1 2 0 1 1 1 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 2	3 0 0 1 0 0 P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Mechanical: Designing Hobby (SPS)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 3 0 1 0 0 P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Mechanical: Designing Vocation (SPS)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 3 0 1 0 0 P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Mechanical: Manipulative Hobby (SPS)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 1 1 1 1 1	2 0 0 2 0 1 2 0 1 1	0 2 0 1 0 0 P G F P
GUILFORD-SHNEIDMAN-ZIMMERMAN INTEREST SURVEY Mechanical: Manipulative Vocation (SPS)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 3 0 1 0 0 P G F P
GUILFORD-ZIMMERMAN INTEREST INVENTORY Mechanical (SPS)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 0 1 1 1 1 1 1	2 1 1 1 0 1 2 0 1 0	0 0 0 0 0 0 R G G P
HACKMAN-GATHER VOCATIONAL INTEREST INVENTORY Mechanical (PSCP)	1 1 2 0 1 1 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1	2 1 1 1 0 1 1 0 1 1	0 3 0 1 2 1 P G F P
HACKMAN-GATHER VOCATIONAL INTEREST INVENTORY Scientific-Technical (PSCP)	1 0 1 0 1 1 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1	2 1 1 1 0 1 1 0 1 1	0 3 0 1 3 1 P G F F
HALL OCCUPATIONAL ORIENTATION INVENTORY Physical Activities Concern (FEC)	2 0 1 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 0 0 0 P G F P
HALL OCCUPATIONAL ORIENTATION INVENTORY Things Orientation (FEC)	2 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 0 0 0 P G F P
HENDERSON ANALYSIS OF INTEREST Engineering (PGP)	1 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 1 0 0 P G F P
HENDERSON ANALYSIS OF INTEREST Manual (PGP)	1 1 2 0 0 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 1 0 0 P G F P
HENDERSON ANALYSIS OF INTEREST Mechanical (PGP)	1 1 2 0 0 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 1 0 0 P G F P

TEST NAME



ERIC
Full Text Provided by ERIC

TEST NAME

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TEST NAME

250

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Full Text Provided by ERIC

SECONDARY GOAL TEST NAME

SECONDARY GOAL		TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES ¹																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
Rating Range:		Item Selection	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-3	CONCURRENT	PREDICTIVE	CONTENT	CONSTRUCT	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1		0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0

SECONDARY GOAL

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TEST NAME

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SECONDARY GOAL

TEST NAME

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TEST NAME

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Rating Range:

259

TEST NAME

[illegible]

SECONDARY GOAL

TEST NAME

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
		CONTENT		CONSTRUCT				CONCURRENT		PREDICTIVE		REAL INTENT GIVEN		COMPRE- HENSION		INSTRUCTIONS		FORMAT		TIME AND PACING		RECORDING ANSWERS		ADMINI- STRATION		SCORING EASE				INTERPRETATION		CAN DECISIONS BE MADE?		RELIABILITY		REPLICABILITY		RANGE - COVERAGE		SCORE GRADATION																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
Rating Range:		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1

SECONDARY GOAL TEST NAME

SECONDARY GOAL		TEST NAME																												
MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES																						
									REAL INTENT GIVEN	SCORING EASE	CAN DECISIONS BE MADE?	RELIABILITY	REPLICABILITY	RANGE - COVERAGE	SCORE GRADATION															
																Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items
STRONG VOCATIONAL INTEREST ELANK FOR MEN HINTSTER	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP																								
STRONG VOCATIONAL INTEREST ELANK FOR MEN FORTITION	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP																								
STRONG VOCATIONAL INTEREST ELANK FOR MEN OSTOPOATH	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP																								
STRONG VOCATIONAL INTEREST ELANK FOR MEN PERSONAL DIRECTOR	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP																								
STRONG VOCATIONAL INTEREST ELANK FOR MEN PHYSICAL THERAPIST V	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP																								
STRONG VOCATIONAL INTEREST ELANK FOR MEN PHYSICIAN	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP																								
STRONG VOCATIONAL INTEREST ELANK FOR MEN POLICEMAN	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP																								
STRONG VOCATIONAL INTEREST ELANK FOR MEN PSYCHIATRIST	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP																								
STRONG VOCATIONAL INTEREST ELANK FOR MEN PUBLIC ADMINISTRATOR	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP																								
STRONG VOCATIONAL INTEREST ELANK FOR MEN REAL ESTATE SALESMAN	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP																								
STRONG VOCATIONAL INTEREST ELANK FOR MEN REHABILITATION COUNSELOR	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP																								
STRONG VOCATIONAL INTEREST ELANK FOR MEN SALES MANAGER	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP																								
STRONG VOCATIONAL INTEREST ELANK FOR MEN SCHOOL SUPERINTENDENT	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP																								
STRONG VOCATIONAL INTEREST ELANK FOR MEN SOCIAL WORKER	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP																								
STRONG VOCATIONAL INTEREST ELANK FOR MEN VETERINARIAN	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP																								
STRONG VOCATIONAL INTEREST ELANK FOR MEN VICA STAFF MEMBER	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP																								
STRONG VOCATIONAL INTEREST ELANK FOR WOMEN AIRLINE STEWARDESS	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP																								
STRONG VOCATIONAL INTEREST ELANK FOR WOMEN ARTY-ENTISSED	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP																								

TEST: NAME

[illegible]

SECONDARY GOAL
TEST NAME

[illegible]

TEST NAME

266

SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-2
Item Selection	0-2	0-1	0-2	0-1	0-1	0-2
% Goal Assessed	0-2	0-1	0-2	0-1	0-1	0-2
% Items Belonging	0-1	0-1	0-1	0-1	0-1	0-1
Empirical Item Sel.	0-1	0-1	0-1	0-1	0-1	0-1
Theoretical	0-1	0-1	0-1	0-1	0-1	0-1
Divergent	0-1	0-1	0-1	0-1	0-1	0-1
Factorial	0-1	0-1	0-1	0-1	0-1	0-1
Experimental	0-1	0-1	0-1	0-1	0-1	0-1
CONCURRENT	0-2	0-1	0-2	0-1	0-1	0-2
PREDICTIVE	0-3	0-1	0-2	0-1	0-1	0-2
REAL INTENT GIVEN	0-1	0-2	0-1	0-1	0-1	0-2
Item Appropriateness	0-2	0-1	0-2	0-1	0-1	0-2
Item Difficulties	0-2	0-1	0-2	0-1	0-1	0-2
Item Relevance	0-1	0-1	0-1	0-1	0-1	0-1
Concepts, Vocabulary	0-1	0-1	0-1	0-1	0-1	0-1
Task Aspects	0-1	0-1	0-1	0-1	0-1	0-1
Administration	0-1	0-1	0-1	0-1	0-1	0-1
Sample Items	0-1	0-1	0-1	0-1	0-1	0-1
Page Layout	0-1	0-1	0-1	0-1	0-1	0-1
Illustration/Print	0-1	0-1	0-1	0-1	0-1	0-1
Item Coherence	0-1	0-1	0-1	0-1	0-1	0-1
TIME AND PACING	0-1	0-1	0-1	0-1	0-1	0-1
RECORDING ANSWERS	0-1	0-1	0-1	0-1	0-1	0-1
Testing Group Size	0-2	0-1	0-2	0-1	0-1	0-2
Administrator	0-1	0-1	0-1	0-1	0-1	0-1
Time	0-1	0-1	0-1	0-1	0-1	0-1
SCORING EASE	0-2	0-1	0-2	0-1	0-1	0-2
Norm Range	0-1	0-1	0-1	0-1	0-1	0-1
Score Interpretation	0-1	0-1	0-1	0-1	0-1	0-1
Score Conversion	0-1	0-1	0-1	0-1	0-1	0-1
Norm Group	0-1	0-1	0-1	0-1	0-1	0-1
Score Interpreter	0-1	0-1	0-1	0-1	0-1	0-1
CAN DECISIONS BE MADE?	0-3	0-1	0-2	0-1	0-1	0-2
Test — Retest	0-3	0-1	0-2	0-1	0-1	0-2
Internal Consistency	0-3	0-1	0-2	0-1	0-1	0-2
Alternate Form	0-3	0-1	0-2	0-1	0-1	0-2
REPLICABILITY	0-1	0-1	0-1	0-1	0-1	0-1
RANGE — COVERAGE	0-3	0-1	0-2	0-1	0-1	0-2
SCORE GRADATION	0-2	0-1	0-2	0-1	0-1	0-2
Rating Range:	0-2	0-1	0-2	0-1	0-1	0-2
MLH PERSONAL SURVEY Interests - Persuasive	(MLH)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 1 1 0 1 0	0 0 0 1 0 0	P F F P
MLH PERSONAL SURVEY Interests - Social	(MLH)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 1 1 0 1 0	0 0 0 1 0 0	P F F P
WORK VALUES INVENTORY Altruism	(HMC)	1 0 2 0 1 1 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	P F F P
WORK VALUES INVENTORY Management	(HMC)	1 0 2 0 1 1 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 2 2	P F F P
63C. Theoretical Interests						
BRAITHWADE OCCUPATIONAL PREFERENCE INVENTORY Scientific	(PC)	2 0 2 0 1 1 0 0 1 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 1 0 1 1 0 1 1	0 3 0 1 0 0	P G F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Biological Sciences	(HFER)	0 0 0 0 0 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 0 0 0 2 0 1 0	0 0 0 0 0 0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Business	(HFER)	0 0 0 0 0 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 0 0 0 2 0 1 0	0 0 0 0 0 0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Intellectual	(HFER)	0 0 0 0 0 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 0 0 0 2 0 1 0	0 0 0 0 0 0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Legal	(HFER)	0 0 0 0 0 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 0 0 0 2 0 1 0	0 0 0 0 0 0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Physical Sciences	(HFER)	0 0 0 0 0 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 0 0 0 2 0 1 0	0 0 0 0 0 0	P F F P
BROOK REACTION TEST - EXPERIMENTAL EDITION Religious	(HFER)	0 0 0 0 0 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 0 0 0 2 0 1 0	0 0 0 0 0 0	P F F P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Business, Professional	(EITS)	1 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 0 0 0	P G F P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Linguistic, Professional	(EITS)	1 0 1 0 1 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	1 0 0 0 0 0	P G F P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Science, Professional	(EITS)	1 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 0 0 0	P G F P
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Technical, Professional	(EITS)	1 0 1 0 1 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	1 0 0 0 0 0	P G F P
CAREER GUIDANCE INVENTORY Chemical and Laboratory Technology	(EGI)	0 0 1 0 0 0 0 0 0 0	1 2 0 1 1 0 1 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 0 0 0	P F F P
CAREER GUIDANCE INVENTORY Communications	(EGI)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 0 1 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 0 0 0	P F F P

TEST NAME

[illegible]

SECONDARY GOAL TEST NAME

	MEASUREMENT VALIDITY	EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY						NORMED TECHNICAL EXCELLENCE				TOTAL LETTER GRADES	
		CONTENT	CONSTRUCT	CONCURRENCE	PREDICTIVE	REAL INTENT GIVEN	COMPRE- HENSION	INSTRUCTIONS	FORMAT	TIME AND PACING	RECORDING ANSWERS	ADMIN- STRATION	SCORING EASE	INTERPRETATION	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRADATION		
EDUCATIONAL INTEREST INVENTORY, FORBIS A, B Mathematics	(EG1)	1 0 2 0 1 0 0 0 0 0 0	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	PG FFP
EDUCATIONAL INTEREST INVENTORY, FORBIS A, B Physics	(EG1)	1 0 2 0 1 0 0 0 0 0 0	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	PG FFP
EDUCATIONAL INTEREST INVENTORY, FORBIS A, B Zoology	(EG1)	1 0 2 0 1 0 0 0 0 0 0	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	PG FFP
FACTORIAL INTEREST BLANK Literature	(NEFR)	1 0 2 0 0 0 0 0 0 0 1	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	PP FFP
FACTORIAL INTEREST BLANK Scientific-Mechanical	(NEFR)	1 0 1 0 0 0 0 0 0 0 1	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	PP FFP
FOULER-PARIENTER SELF-SCORING INTEREST RECORD Numerical	(GCT)	1 0 2 0 1 0 0 0 0 0 0	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	PP FFP
FOULER-PARIENTER SELF-SCORING INTEREST RECORD Scientific	(GCT)	1 0 2 0 1 0 0 0 0 0 0	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	PP FFP
FOULER-PARIENTER SELF-SCORING INTEREST RECORD Verbal	(GCT)	1 1 2 0 1 0 0 0 0 0 0	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	PP FFP
GEIST PICTURE INTEREST INVENTORY: FEMALE Computational	(HPS)	1 0 2 0 1 0 0 0 0 0 0	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	PP FFP
GEIST PICTURE INTEREST INVENTORY: FEMALE Literary	(HPS)	1 0 2 0 1 0 0 0 0 0 0	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	PP FFP
GEIST PICTURE INTEREST INVENTORY: FEMALE Scientific	(HPS)	1 0 1 0 1 0 0 0 0 0 0	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	PP FFP
GEIST PICTURE INTEREST INVENTORY: MALE Computational	(HPS)	1 0 2 0 1 0 0 0 0 1 0	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	PP FFP
GEIST PICTURE INTEREST INVENTORY: MALE Literary	(HPS)	1 1 2 0 1 0 0 0 0 1 0	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	PP FFP
GEIST PICTURE INTEREST INVENTORY: MALE Scientific	(HPS)	1 1 2 0 1 0 0 0 0 2 0	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	PP FFP
GREGORY ACADEMIC INTEREST INVENTORY Architecture	(SPS)	1 0 1 0 1 0 0 0 0 0 0	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	PP FFP
GREGORY ACADEMIC INTEREST INVENTORY Biological Sciences	(SPS)	1 0 1 0 1 0 0 0 0 0 0	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	PP FFP
GREGORY ACADEMIC INTEREST INVENTORY Business Administration	(SPS)	1 0 1 0 1 0 0 0 0 0 0	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	PP FFP
GREGORY ACADEMIC INTEREST INVENTORY Chemistry	(SPS)	1 0 1 0 1 0 0 0 0 0 0	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	PP FFP

TEST NAME

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES					
		CONTENT		CONSTRUCT				CONCURRENT		PREDICTIVE		REAL INTENT GIVEN		COMPREHENSION		INSTRUCTIONS		FORMAT		TIME AND PACING		RECORDING ANSWERS		ADMINISTRATION		SCORING EASE				RELIABILITY		REPLICABILITY		SCORE GRADATION								
GREGORY ACADEMIC INTEREST INVENTORY	Civil Engineering	(SPS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	0	0	1	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	1	0	0	P F P P	
GREGORY ACADEMIC INTEREST INVENTORY	Electrical Engineering	(SPS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	1	0	0	P F P P	
GREGORY ACADEMIC INTEREST INVENTORY	Elementary Education	(SPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	1	0	0	P F P P	
GREGORY ACADEMIC INTEREST INVENTORY	English	(SPS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	1	0	0	P F P P	
GREGORY ACADEMIC INTEREST INVENTORY	Geology	(SPS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	1	0	0	P F P P	
GREGORY ACADEMIC INTEREST INVENTORY	History	(SPS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	1	0	0	0	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	1	0	0	P F P P
GREGORY ACADEMIC INTEREST INVENTORY	Journalism	(SPS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	1	0	0	P F P P	
GREGORY ACADEMIC INTEREST INVENTORY	Languages	(SPS)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	1	0	0	P F P P	
GREGORY ACADEMIC INTEREST INVENTORY	Mathematics	(SPS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	1	0	0	P F P P	
GREGORY ACADEMIC INTEREST INVENTORY	Mechanical Engineering	(SPS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	1	0	0	P F P P	
GREGORY ACADEMIC INTEREST INVENTORY	Military Science	(SPS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	1	0	0	P F P P	
GREGORY ACADEMIC INTEREST INVENTORY	Physical Education	(SPS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	1	0	0	P F P P	
GREGORY ACADEMIC INTEREST INVENTORY	Physics	(SPS)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	2	1	0	1	0	0	2	0	1	0	0	0	0	1	0	0	P F P P	

SECONDARY GOAL
TEST NAME

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE * Usability										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
		CONTENT		CONSTRUCT		CONCURRENT		PREDICTIVE		REAL INTENT GIVEN		COMPRE- HENSION		INSTRUCTIONS		FORMAT		TIME AND PACING		RECORDING ANSWERS		ADMINI- STRATION		SCORING EASE		INTERPRETATION		CAN DECISIONS BE MADE?		RELIABILITY		REPLICABILITY		RANGE - COVERAGE		SCORE GRADATION																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
		Rating Range:	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1		0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1

TEST NAME

[illegible]

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TEST NAME

271

Rating Range:

ERIC
Full Text Provided by ERIC

TEST NAME

SECONDARY GOAL TEST NAME						MEASUREMENT VALIDITY							EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY								NORMED TECHNICAL EXCELLENCE				TOTAL LETTER GRADES
	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPREHENSION	INSTRUCTIONS	FORMAT	TIME AND PACING	RECORDING ANSWERS	ADMINISTRATION	SCORING EASE	INTERPRETATION	CAN DECISIONS BE MADE?	Test - Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE - COVERAGE	SCORE GRADATION															
KUDER OCCUPATIONAL INTEREST SURVEY: PERSONAL Psychologist	(SA)	0 0 0 0 1 0 0 0 0 0	0 0 0 0 1 0 0 0 0 0	0 0 0 0 1 0 0 0 0 0	0 0 0 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1	1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	P G F P													
KUDER PREFERENCE RECORD - PERSONAL Preference for Working with Ideas	(SA)	1 1 2 0 1 0 0 0 0 0	1 1 2 0 1 0 0 0 0 0	1 1 2 0 1 0 0 0 0 0	1 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	P G F P													
KUDER PREFERENCE RECORD - VOCATIONAL Scientific	(SA)	0 1 2 0 1 0 0 0 0 0	0 1 2 0 1 0 0 0 0 0	0 1 2 0 1 0 0 0 0 0	0 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	P G F P													
LIFE ADJUSTMENT INVENTORY Orientation to Science	(PA)	1 0 1 0 0 0 0 0 0 0	1 0 1 0 0 0 0 0 0 0	1 0 1 0 0 0 0 0 0 0	1 0 1 0 0 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1	1 1 0 1 1 1 1 1 1 1	1 1 0 1 1 1 1 1 1 1	1 1 0 1 1 1 1 1 1 1	1 1 0 1 1 1 1 1 1 1	1 1 0 1 1 1 1 1 1 1	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	P G F P													
MIRRESOTA VOCATIONAL INTEREST INVENTORY "Clean Hands"	(PC)	1 0 0 0 1 0 0 0 0 0	1 0 0 0 1 0 0 0 0 0	1 0 0 0 1 0 0 0 0 0	1 0 0 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1	1 1 0 1 1 1 1 1 1 1	1 1 0 1 1 1 1 1 1 1	1 1 0 1 1 1 1 1 1 1	1 1 0 1 1 1 1 1 1 1	1 1 0 1 1 1 1 1 1 1	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	P G F P													
MIRRESOTA VOCATIONAL INTEREST INVENTORY Health Service	(PC)	1 0 2 0 1 0 0 0 0 0	1 0 2 0 1 0 0 0 0 0	1 0 2 0 1 0 0 0 0 0	1 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1	1 1 0 1 1 1 1 1 1 1	1 1 0 1 1 1 1 1 1 1	1 1 0 1 1 1 1 1 1 1	1 1 0 1 1 1 1 1 1 1	1 1 0 1 1 1 1 1 1 1	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	P G F P													
MIRRESOTA VOCATIONAL INTEREST INVENTORY Tabulating Machine Operator	(PC)	1 0 1 0 1 0 0 0 0 0	1 0 1 0 1 0 0 0 0 0	1 0 1 0 1 0 0 0 0 0	1 0 1 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1	1 1 0 1 1 1 1 1 1 1	1 1 0 1 1 1 1 1 1 1	1 1 0 1 1 1 1 1 1 1	1 1 0 1 1 1 1 1 1 1	1 1 0 1 1 1 1 1 1 1	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	2 1 1 2 0 0 1 0 1 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	0 0 0 1 0 0	P G F P													
OCCUPATIONAL INTEREST INVENTORY: ADVANCED The Sciences	(CTB)	1 1 1 0 1 0 0 0 0 0	1 1 1 0 1 0 0 0 0 0	1 1 1 0 1 0 0 0 0 0	1 1 1 0 1 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1	1 1 0 0 1																												

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TEST NAME

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SECONDARY GOAL TEST NAME

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE				TOTAL LETTER GRADES										
Rating Range:	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN										ADMINI- STRATION		SCORING EASE				INTERPRETATION				RELIABILITY		REPLICABILITY		RANGE - COVERAGE	SCORE GRADATION								
					COMPTE- HENSION										INSTRUCTIONS		FORMAT		TIME AND PACING		RECORDING ANSWERS		Norm Range		Score Interpretation						Score Conversion		Norm Group		Score Interpreter		CAN DECISIONS BE MADE?	
					Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	Testing Group Size	Administrator	Time	Norm Range					Score Interpretation	Score Conversion	Norm Group	Score Interpreter	Test - Retest	Internal Consistency	Alternate Form	
STRONG VOCATIONAL INTEREST BLANK FOR WOMEN Math-Science Teacher	(PC)	1 0 0 0 1 0 0 0 0 0 0	0 2	0 1	0 2	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	1 1 0 1 1 0 1 0 1 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP															
STRONG VOCATIONAL INTEREST BLANK FOR WOMEN Mathematician	(PC)	1 0 0 0 1 0 0 0 0 0 0	0 2	0 1	0 2	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	1 1 0 1 1 0 1 0 1 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP															
STRONG VOCATIONAL INTEREST BLANK FOR WOMEN Non-Teacher	(PC)	1 0 0 0 1 0 0 0 0 0 0	0 2	0 1	0 2	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	1 1 0 1 1 0 1 0 1 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP															
STRONG VOCATIONAL INTEREST BLANK FOR WOMEN Psychologist	(PC)	1 0 0 0 1 0 0 0 0 0 0	0 2	0 1	0 2	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	1 1 0 1 1 0 1 0 1 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP															
STRONG VOCATIONAL INTEREST BLANK FOR WOMEN Social-Science Teacher	(PC)	1 0 0 0 1 0 0 0 0 0 0	0 2	0 1	0 2	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	1 1 0 1 1 0 1 0 1 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP															
STRONG VOCATIONAL INTEREST BLANK FOR WOMEN Translator	(PC)	1 0 0 0 1 0 0 0 0 0 0	0 2	0 1	0 2	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	1 1 0 1 1 0 1 0 1 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	PFFP															
THURSTONE INTEREST SCHEDULE Biological Science	(PC)	0 0 1 0 1 0 0 0 0 0 0	0 2	0 1	0 2	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	1 2 0 1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 0 0 0	PGFP															
THURSTONE INTEREST SCHEDULE Linguistic	(PC)	0 0 2 0 1 0 0 0 0 0 0	0 2	0 1	0 2	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	1 2 0 1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 0 0 0	PGFP															
THURSTONE INTEREST SCHEDULE Physical Science	(PC)	0 0 1 0 1 0 0 0 0 0 0	0 2	0 1	0 2	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	1 2 0 1 1 1 1 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 0 0 0	PGFP															
VOCATIONAL INTEREST PROFILE (VIP) Numerical	(UBCB)	1 0 2 0 1 0 0 0 0 0 0	0 2	0 1	0 2	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	1 2 0 1 1 1 0 1 1 1 1 1 0	2 1 1 2 0 0 2 0 1 1	0 0 0 1 0 0	PFFP															
VOCATIONAL INTEREST PROFILE (VIP) Scientific	(UBCB)	1 0 2 0 1 0 0 0 0 0 0	0 2	0 1	0 2	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	1 2 0 1 1 1 0 1 1 1 1 1 0	2 1 1 2 0 0 2 0 1 1	0 0 0 1 0 0	PFFP															
WIDE RANGE INTEREST-OPINION TEST Biological Science	(GAD)	0 0 1 0 1 0 0 0 0 0 0	0 2	0 1	0 2	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	1 1 0 1 0 0 0 1 1 1 1 1 1	2 1 0 2 1 0 2 0 1 1	0 0 0 1 3 2	PFFP															
WIDE RANGE INTEREST-OPINION TEST Number	(GAD)	0 0 0 0 1 0 0 0 0 0 0	0 2	0 1	0 2	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	1 1 0 1 0 0 0 1 1 1 1 1 1	2 1 0 2 1 0 2 0 1 1	0 0 0 1 1 2	PFFP															
KLW ANALYSIS OF PERSONAL VALUES Practical	(HLH)	0 0 2 0 0 0 0 0 0 0 0	0 2	0 1	0 2	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	1 2 0 1 1 1 1 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 1 0 0	PGFP															
KLW ANALYSIS OF PERSONAL VALUES Religious	(HLH)	0 0 2 0 0 0 0 0 0 0 0	0 2	0 1	0 2	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	1 2 0 1 1 1 1 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 1 0 0	PGFP															
KLW ANALYSIS OF PERSONAL VALUES Theoretical	(HLH)	0 0 2 0 0 0 0 0 0 0 0	0 2	0 1	0 2	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	1 2 0 1 1 1 1 1 0 1 1 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 1 0 0	PGFP															
KLW PERSONAL SURVEY Interests - Economic-Practical	(HLH)	0 0 1 0 0 0 0 0 0 0 0	0 2	0 1	0 2	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	1 2 0 1 1 1 1 0 0 1 1 1 1	2 1 1 2 0 1 1 0 1 0	0 0 0 1 0 0	PFFP															
KLW PERSONAL SURVEY Interests - Scientific-Theoretical	(HLH)	0 1 2 0 0 0 0 0 0 0 0	0 2	0 1	0 2	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	1 2 0 1 1 1 1 0 0 1 1 1 1	2 1 1 2 0 1 1 0 1 0	0 0 0 1 0 0	PFFP															

SECONDARY GOAL

TEST NAME

MEASUREMENT VALIDITY	CONTENT	CONSTRUCT	CONCURRENCE	PREDICTIVE	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES
Rating Range:	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental
REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout
TIME AND PACING	Illustration/Print	Item Coherence	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	INTERPRETATION
CAN DECISIONS BE MADE?	Test - Retest	Internal Consistency	Alternate Form	RELIABILITY	REPLICABILITY	RANGE - COVERAGE	SCORE GRADATION	
WORK VALUES INVENTORY Intellectual Stimulation	(HMC)	0 2 0 1 1 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 1 2	P F F F		
BRAUNARD OCCUPATIONAL PREFERENCE INVENTORY Agricultural (For Boys and Men)	(PC)	2 1 2 0 1 1 0 0 1 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 1 0 1 1 0 1 1	0 3 0 1 0 0	F G F F		
BROOK REACTION TEST - EXPERIMENTAL EDITION Agricultural	(NFER)	0 0 0 0 0 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 0 0 0 2 0 1 0	0 0 0 0 0 0	P F F F		
BROOK REACTION TEST - EXPERIMENTAL EDITION Outdoor	(NFER)	0 0 0 0 0 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 0 0 0 2 0 1 0	0 0 0 0 0 0	P F F F		
BROOK REACTION TEST - EXPERIMENTAL EDITION Sport	(NFER)	0 0 0 0 0 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 0 0 0 2 0 1 0	0 0 0 0 0 0	P F F F		
BROOK REACTION TEST - EXPERIMENTAL EDITION Travel	(NFER)	0 0 0 0 0 0 0 0 0 0	0 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 0 0 0 2 0 1 0	0 0 0 0 0 0	P F F F		
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Outdoor	(ETTS)	1 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 1 0 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 0 0 0	P G F F		
CAREER GUIDANCE INVENTORY Agricultural and Forestry Technology	(EG1)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 0 1 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 0 0 0	P F F F		
CAREER GUIDANCE INVENTORY Civil and Architectural Engineering Technology	(EG1)	0 0 2 0 0 0 0 0 0 0	1 2 0 1 1 0 1 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 0 0 0	P F F F		
CAREER INTERESTS TEST Outdoor-Physical	(EGITS)	0 1 2 0 0 0 0 0 0 0	1 2 0 1 0 1 0 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 1	0 0 0 1 0 0	P F F F		
CROMLEY OCCUPATIONAL INTERESTS BLANK Part I Active-Outdoor - Boys	(CRAC)	0 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 2	2 3 0 1 0 0	P F F F		
CROMLEY OCCUPATIONAL INTERESTS BLANK Part I Active-Outdoor - Girls	(CRAC)	0 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 0 2 0 1 2	2 3 0 1 0 0	P F F F		
CURTIS INTEREST SCALE Farming	(PA)	0 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 0	2 1 1 1 0 0 2 0 1 1	0 0 0 1 0 0	P F F F		
FACTORIAL INTEREST BLANK Physical	(NFER)	1 0 2 0 0 0 0 0 0 0 1	1 1 0 1 0 1 0 0 1 1 0 1 0	2 1 1 2 0 0 1 0 1 0	0 0 0 1 0 0	P F F F		
FACTORIAL INTEREST BLANK Rural-Practical	(NFER)	1 0 1 0 0 0 0 0 0 0 1	1 1 0 1 0 1 0 0 1 1 0 1 0	2 1 1 2 0 0 1 0 1 0	0 0 0 1 0 0	P F F F		
FOHLER-PARMEYER SELF-SCORING INTEREST RECORD Outdoor	(EG1)	1 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 0 1 1 0 1 1	0 0 0 1 0 0	P F F F		
GEIST PICTURE INTEREST INVENTORY: FEMALE Outdoor	(NPS)	1 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 1 1 0 0 1 1 1	2 1 1 2 1 0 2 0 1 1	1 0 0 1 1 2	P F F F		

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SECONDARY GOAL
TEST NAME

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE				TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
		CONTENT		CONSTRUCT		CONCURRENT		PREDICTIVE		REAL INTENT GIVEN		COMPREHENSION		INSTRUCTIONS		FORMAT		TIME AND PACING		RECORDING ANSWERS		ADMINISTRATION		SCORING EASE		INTERPRETATION		CAN DECISIONS BE MADE?		RELIABILITY		REPLICABILITY		RANGE - COVERAGE			SCORE GRADATION																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
KUDER OCCUPATIONAL INTEREST SURVEY: COLLEGE MAJOR SCALES, MEN Animal Husbandry	(SRA)	0	0	0	0	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	2	1	1	2	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

GRADE	ELEVEN	—	245
GRADE	TWELVE	—	



ERIC
Full Text Provided by ERIC

SECONDARY GOAL TEST NAME

SECONDARY GOAL TEST NAME										MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE										TOTAL LETTER GRADES
Rating Range	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	COMPRE- HENSION	INSTRUCTIONS	FORMAT	TIME AND PACING	RECORDING ANSWERS	ADMINI- STRATION	SCORING EASE	INTERPRETATION	CAN DECISIONS BE MADE?	RELIABILITY	REPLICABILITY	RANGE - COVERAGE	SCORE GRADATION	TOTAL LETTER GRADES																															
BIOGRAPHICAL INVENTORY CRAW-B Educational History (EITS)	1	0	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P													
BIOGRAPHICAL INVENTORY CRAW-B Family History (EITS)	1	0	0	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P													
BIOGRAPHICAL INVENTORY CRAW-B Miscellaneous (EITS)	1	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P													
BIOGRAPHICAL INVENTORY CRAW-B Total (EITS)	1	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	0	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P													
BIOGRAPHICAL INVENTORY CRAW-B Avocational Activities (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P													
BIOGRAPHICAL INVENTORY CRAW-B Educational History (EITS)	1	0	0	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P													
BIOGRAPHICAL INVENTORY CRAW-B Family History (EITS)	1	0	0	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P													
BIOGRAPHICAL INVENTORY CRAW-B Miscellaneous (EITS)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P													
BIOGRAPHICAL INVENTORY CRAW-B Total (EITS)	1	0	0	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P													
BIOGRAPHICAL INVENTORY CRAW-B Avocational Activities (EITS)	1	0	1	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P													
BIOGRAPHICAL INVENTORY CRAW-B Educational History (EITS)	1	0	0	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P													
BIOGRAPHICAL INVENTORY CRAW-B Family History (EITS)	1	0	0	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P													
BIOGRAPHICAL INVENTORY CRAW-B Miscellaneous (EITS)	1	0	0	0	1	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P													
BIOGRAPHICAL INVENTORY CRAW-B Total (EITS)	1	0	0	0	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	2	1	1	1	0	0	2	0	1	0	0	0	0	1	0	0	P F F P													
STANDARD OCCUPATIONAL PREFERENCE INVENTORY Esthetic (PC)	2	1	2	0	1	1	0	0	1	0	1	2	0	1	1	1	0	1	1	1	2	1	1	1	0	1	1	0	1	1	1	0	3	0	1	0	0	F G F P												
BROOK REACTION TEST - EXPERIMENTAL EDITION Aesthetic (NER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	2	1	1	0	0	2	0	1	0	0	0	0	0	0	0	0	P F F P													
BROOK REACTION TEST - EXPERIMENTAL EDITION Entertainment (NER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	2	1	1	0	0	2	0	1	0	0	0	0	0	0	0	0	P F F P													
BROOK REACTION TEST - EXPERIMENTAL EDITION Literary (NER)	0	0	0	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	2	1	1	0	0	2	0	1	0	0	0	0	0	0	0	0	P F F P													

TEST NAME

[illegible]

TEST NAME

[illegible]

SECONDARY GOAL

TEST NAME

SECONDARY GOAL TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE				TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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		Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	

TEST NAME

[illegible]

SECONDARY GOAL TEST NAME

SECONDARY GOAL		TEST NAME		MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES																																																																																																																																																																																																																																																																																																																																																																																																																																										
Rating Range:	CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN										COMPREHENSION INSTRUCTIONS										TIME AND PACING										RECORDING ANSWERS										ADMINISTRATION										SCORING EASE										INTERPRETATION										CAN DECISIONS BE MADE?										RELIABILITY										REPLICABILITY										RANGE - COVERAGE										SCORE GRADATION																																																																																																																																																																																																																																																																																																																																																														
					Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	Testing Group Size	Administrator	Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form	Test - Retest	Internal Consistency	Alternate Form

SECONDARY GOAL TEST NAME						MEASUREMENT VALIDITY								EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY									NORMED TECHNICAL EXCELLENCE							TOTAL LETTER GRADES		
	Rating Range	CONTENT		CONSTRUCT		CONCURRENT		PREDICTIVE		REAL INTENT GIVEN		COMPREHENSION		INSTRUCTIONS		FORMAT		TIME AND PACING		RECORDING ANSWERS		ADMINISTRATION		SCORING EASE		INTERPRETATION		CAN DECISIONS BE MADE?		RELIABILITY		REPLICABILITY		RANGE - COVERAGE		SCORE GRADATION						
		% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical Divergent	Factorial Experimental			Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence			Testing Group Size	Administrator	Time	Normal Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	Test - Retest	Internal Consistency	Alternate Form											
STRONG VOCATIONAL INTEREST BLANK FOR WOMEN Entertainer	(PC)	1	0	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	2	0	0	0	0	1	0	0	P F F P		
STRONG VOCATIONAL INTEREST BLANK FOR WOMEN Interior Decorator	(PC)	1	0	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	2	0	0	0	0	1	0	0	P F F P		
STRONG VOCATIONAL INTEREST BLANK FOR WOMEN Music Teacher	(PC)	1	0	0	0	1	0	0	0	0	0	1	0	1	0	1	0	1	0	1	1	2	1	1	2	0	0	2	0	0	2	0	0	0	0	0	1	0	0	P F F P		
STRONG VOCATIONAL INTEREST BLANK FOR WOMEN Musician Performer	(PC)	1	0	0	0	1	0	0	0	0	0	1	0	1	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	2	0	0	0	0	1	0	0	P F F P		
STRONG VOCATIONAL INTEREST BLANK FOR WOMEN Newswoman	(PC)	1	0	0	0	1	0	0	0	0	0	1	0	1	0	1	0	1	1	0	1	1	2	1	1	2	0	0	2	0	0	2	0	0	0	0	1	0	0	P F F P		
THURSTONE INTEREST SCHEDULE Artistic	(PC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	0	0	P G F P	
THURSTONE INTEREST SCHEDULE Musical	(PC)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	0	0	0	0	0	P G F P	
VOCATIONAL INTEREST PROFILE (VIP) Artistic	(UICB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	0	0	P F F P	
VOCATIONAL INTEREST PROFILE (VIP) Literary	(UICB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	0	0	P F F P	
VOCATIONAL INTEREST PROFILE (VIP) Musical	(UICB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	2	1	1	2	0	0	2	0	1	1	0	0	0	1	0	0	0	0	P F F P	
WIDE RANGE INTEREST-OPINION TEST Art	(GAD)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	1	1	2	0	1	0	2	0	1	1	0	0	0	1	1	2	0	0	P F F R
WIDE RANGE INTEREST-OPINION TEST Drama	(GAD)	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	1	1	2	0	1	0	2	0	1	1	0	0	0	1	1	2	0	0	P F F P
WIDE RANGE INTEREST-OPINION TEST Music	(GAD)	0	0	2	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	1	1	2	1	1	2</																

SECONDARY GOAL TEST NAME

	MEASUREMENT VALIDITY										EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE					TOTAL LETTER GRADES						
	CONTENT					CONSTRUCT					COMPRE- HENSION					INSTRUCTIONS					FORMAT					ADMINI- STRATION					INTERPRETATION											
	Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical	Divergent	Factorial	Experimental	CONCURRENT	PREDICTIVE	REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator	Time	SCORING EASE	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test — Retest	Internal Consistency	Alternate Form	REPLICABILITY	RANGE — COVERAGE	SCORE GRABATION			
Rating Range	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-3	0-3	0-3	0-1	0-3	0-2			
63P. Office Interests																																										
BROADBAND OCCUPATIONAL PREFERENCE INVENTORY Commercial																																										
BROOK REACTION TEST - EXPERIMENTAL EDITION Secretarial																																										
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Business, Skilled																																										
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Clerical																																										
CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY Linguistic, Skilled																																										
CAREER INTERESTS TEST Commercial-Clerical																																										
CONNOLLY OCCUPATIONAL INTERESTS QUESTIONNAIRE Group K																																										
CROLEY OCCUPATIONAL INTERESTS BLANK Part I Office - Blys																																										
CROLEY OCCUPATIONAL INTERESTS BLANK Part II Office - Girls																																										
CURTIS INTEREST SCALE Business																																										
CURTIS INTEREST SCALE Computation																																										
EDUCATIONAL INTEREST INVENTORY, FORM B Secretarial Arts																																										
FOULER-PARMENTER SELF-SCORING INTEREST RECORD Clerical																																										
GEIST PICTURE INTEREST INVENTORY: FEMALE Clerical																																										
GEIST PICTURE INTEREST INVENTORY: MALE Clerical																																										
GORDON OCCUPATIONAL CHECKLIST Business																																										
GREGORY ACADEMIC INTEREST INVENTORY Commercial Arts																																										

SECONDARY GOAL

TEST NAME

[illegible]

		MEASUREMENT VALIDITY								EXAMINEE APPROPRIATENESS							ADMINISTRATIVE USABILITY						NORMED TECHNICAL EXCELLENCE				TOTAL LETTER GRADES																										
		CONTENT				CONSTRUCT				REAL INTENT GIVEN			COMPREHENSION INSTRUCTIONS				TIME AND PACING			RECORDING ANSWERS			ADMINISTRATION			INTERPRETATION			CAN DECISIONS BE MADE?		RELIABILITY		REPLICABILITY		RANGE - COVERAGE	SCORE GRADATION																	
		% Goal Assessed	% Items Belonging	Theoretical Divergent	Empirical Item Sel.	Factorial Experimental	Item Selection	Concept Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence	Testing Group Size	Administrator Time	Norm Range	Score Interpretation	Score Conversion	Norm Group	Score Interpreter	Test - Retest	Internal Consistency	Alternate Form	Range - Coverage	Score Gradation																								
KUDER OCCUPATIONAL INTEREST SURVEY: MEN Stenographer	(SA)	0	0	0	1	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	1	1	1	2	1	1	2	0	0	1	0	0	0	1	0	P G F P																
KUDER PREFERENCE RECORD - VOCATIONAL Clerical	(SBA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	1	2	1	1	2	0	1	2	0	1	0	0	1	0	P G F P														
KUDER PREFERENCE RECORD - VOCATIONAL Computational	(SMA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	2	0	1	2	0	1	0	0	1	0	P G F P													
MINNESOTA VOCATIONAL INTEREST INVENTORY Office Work	(PC)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	0	1	1	1	1	1	1	1	1	1	2	2	1	1	2	0	0	2	0	1	2	0	0	1	0	P G F P											
MINNESOTA VOCATIONAL INTEREST INVENTORY Stock Clerk	(PC)	1	0	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	2	2	1	1	1	0	2	0	1	2	0	0	1	0	0	1	0	P G F P									
OCCUPATIONAL INTEREST INVENTORY: ADVANCED Business	(CTB)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	1	2	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	1	0	P F G P							
OCCUPATIONAL INTEREST INVENTORY: ADVANCED Computational	(CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	1	2	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	1	0	P F G P							
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE Business	(CTB)	1	1	1	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	1	2	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	1	0	P F F P							
OCCUPATIONAL INTEREST INVENTORY: INTERMEDIATE Computational	(CTB)	1	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	1	2	2	1	1	2	0	1	2	0	1	1	0	0	0	1	0	0	1	0	P F F P							
OHIO VOCATIONAL INTEREST SUBVEY Clerical work Numerical	(HBJ)	2	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	2	2	1	0	2	0	1	1	1	1	2	0	0	0	1	0	0	1	0	0	1	0	P F F P				
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM F Clerical	(ACER)	0	0	2	0	0	0	0	0	1	0	1	2	0	1	0	1	1	1	1	1	1	1	1	1	1	2	2	1	1	1	1	0	1	2	0	1	0	0	2	0	1	0	0	2	0	1	0	0	1	0	P G F P	
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM E Computational	(ACER)	0	0	2	0	0	0	0	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	2	2	1	1	1	0	1	2	0	1	0	0	2	0	1	0	0	2	0	1	0	0	2	0	1	0	P F F F
PHILLIPS OCCUPATIONAL PREFERENCE SCALE - FORM M Clerical	(ACER)	0	0	2	0	0	0	0	0	1	0</																																										

SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES		
CONTENT	CONSTRUCT	CONCURRENCE	PREDICTIVE	REAL INTENT GIVEN		
Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical		
Divergent	Factorial	Experimental				
COMPRE- HENSION	INSTRUCTIONS	FORMAT	TIME AND PACING	RECORDING ANSWERS		
Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary	Task Aspects		
Administration	Sample Items	Page Layout	Illustration/Print	Item Coherence		
ADMINI- STRATION	SCORING EASE	INTERPRETATION	RELIABILITY	REPLICABILITY		
Testing Group Size	Administrator	Time	Norm Range	Score Interpretation		
Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test - Retest		
Internal Consistency	Alternate Form	RANGE - COVERAGE	SCORE GRADATION			
Rating Range						
PRIMARY BUSINESS INTERESTS TEST Accounting	(CA)	2 1 2 0 1 1 0 0 1 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 1 0 1 2 0 1 0	0 3 0 1 1 1	F F F P
PRIMARY BUSINESS INTERESTS TEST Sales - Office	(CA)	2 0 2 0 1 1 0 0 1 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 1 0 1 2 0 1 0	0 1 0 1 1 1	P F F P
PRIMARY BUSINESS INTERESTS TEST Stenographic - Filing	(CA)	2 0 2 0 1 1 0 0 1 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 1 0 1 2 0 1 0	0 2 0 1 1 1	P F F P
ROTHWELL-MILLER INTEREST BLANK Clerical	(ACER)	1 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 1 1 1 1 2 0 1 1	0 0 0 1 0 0	P F F P
ROTHWELL-MILLER INTEREST BLANK Computational	(ACER)	1 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 0 1 1 1 1 1	2 1 1 1 1 1 1 2 0 1 1	0 0 0 1 0 0	P F F P
SAFRAN-STUDENT'S INTEREST INVENTORY Economic	(INS)	0 0 2 0 0 0 0 0 0 0	1 2 0 0 1 1 1 0 0 1 1 1 1	2 1 1 1 0 1 2 0 1 2	0 0 0 0 2 2	P F F P
STRONG VOCATIONAL INTEREST BLANK FOR MEN Accountant	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	P F F P
STRONG VOCATIONAL INTEREST BLANK FOR MEN Banker	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	P F F P
STRONG VOCATIONAL INTEREST BLANK FOR MEN Basic Interest Scale Office Practices	(PC)	1 1 2 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 1 1 1 1	2 1 1 2 0 0 2 0 0 1	0 0 0 1 0 0	P F F P
STRONG VOCATIONAL INTEREST BLANK FOR MEN C.P.A. Owner	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	P F F P
STRONG VOCATIONAL INTEREST BLANK FOR MEN Credit Manager	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	P F F P
STRONG VOCATIONAL INTEREST BLANK FOR MEN Office Worker	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	P F F P
STRONG VOCATIONAL INTEREST BLANK FOR MEN President Mfg. Concern	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	P F F P
STRONG VOCATIONAL INTEREST BLANK FOR MEN Purchasing Agent	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	P F F P
STRONG VOCATIONAL INTEREST BLANK FOR MEN Senior C.P.A.	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	P F F P
STRONG VOCATIONAL INTEREST BLANK FOR WOMEN Accountant	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	P F F P
STRONG VOCATIONAL INTEREST BLANK FOR WOMEN Bankwoman	(PC)	1 0 0 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 1 0 1 1	2 1 1 2 0 0 2 0 0 2	0 0 0 1 0 0	P F F P
STRONG VOCATIONAL INTEREST BLANK FOR WOMEN Basic Interest Scale Numbers	(PC)	1 0 2 0 1 0 0 0 0 0	1 1 0 1 1 0 1 0 1 1 0 1 1	2 1 1 2 0 0 2 0 0 1	0 0 0 1 0 0	P F F P

[illegible]

TEST NAME

[illegible]

SECONDARY GOAL TEST NAME

MEASUREMENT VALIDITY	EXAMINEE APPROPRIATENESS	ADMINISTRATIVE USABILITY	NORMED TECHNICAL EXCELLENCE	TOTAL LETTER GRADES		
CONTENT	CONSTRUCT	CONCURRENT	PREDICTIVE			
Item Selection	% Goal Assessed	% Items Belonging	Empirical Item Sel.	Theoretical		
Divergent	Factorial	Experimental				
REAL INTENT GIVEN	Item Appropriateness	Item Difficulties	Item Relevance	Concepts, Vocabulary		
Task Aspects	Administration	Sample Items	Page Layout	Illustration/Print		
Item Coherence	TIME AND PACING	RECORDING ANSWERS	Testing Group Size	Administrator		
Time	SCORING EASE	INTERPRETATION	Norm Range	Score Interpretation		
Score Conversion	Norm Group	Score Interpreter	CAN DECISIONS BE MADE?	Test - Retest		
Internal Consistency	Alternate Form	REPLICABILITY	RANGE - COVERAGE	SCORE GRADATION		
Rating Range:						
LINDAKOD AUDITORY CONCEPTUALIZATION TEST Isolated Sounds in Sequence	(TRC)	0 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	0 1 1 2 0 0 1 0 1 1	0 0 0 1 0 0	P G P P
LINDAKOD AUDITORY CONCEPTUALIZATION TEST Sounds Within Syllable Pattern	(TRC)	0 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	0 1 1 2 0 0 2 0 1 1	0 0 0 1 0 0	P G F P
LINDAKOD AUDITORY CONCEPTUALIZATION TEST Total	(TRC)	0 0 2 0 1 0 0 0 0 2 0	1 2 0 1 1 1 0 1 1 1 1 1 1	0 1 1 2 0 0 1 0 1 2	0 0 0 1 0 0	P G F P
MUSIC ACHIEVEMENT TESTS - TEST 1 Pitch Discrimination	(FEC)	2 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 0 0 1 0 0	P G F P
MUSIC ACHIEVEMENT TESTS - TEST 4 Chord Recognition	(FEC)	2 0 2 0 1 0 0 0 0 0	1 2 0 1 1 0 0 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 1	0 1 0 1 1 2	P F F P
MUSICAL APTITUDE PROFILE Rhythm Imagery	(HRC)	2 0 2 0 1 1 0 0 1 0	1 2 0 1 1 0 0 1 1 1 1 0 1	2 1 1 2 0 1 1 0 1 2	0 2 0 1 1 2	P F F P
MUSICAL APTITUDE PROFILE Total	(HRC)	2 0 2 0 1 1 0 1 1 0	1 2 0 1 1 0 0 1 1 1 1 0 1	2 1 1 2 0 1 1 0 1 2	0 3 0 1 3 2	F F F F
MUSICAL APTITUDE PROFILE Rhythm Imagery	(HRC)	2 0 2 0 1 1 0 0 1 0	1 2 0 1 1 0 0 1 1 1 1 0 1	2 1 1 2 0 1 1 0 1 2	0 2 0 1 1 1	P F F P
MUSICAL TALENT TEST	(FEC)	0 0 2 0 1 0 0 0 0 0	1 1 0 1 1 1 0 0 1 1 1 1 1	2 1 1 2 1 0 1 0 1 1	0 0 0 1 0 0	P F F P
PIHSLEUR LANGUAGE APTITUDE BATTERY Auditory	(HBJ)	0 1 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 1 2 0 1 0	0 0 0 1 0 0	P G F P
PIHSLEUR LANGUAGE APTITUDE BATTERY Sound Discrimination	(HBJ)	0 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 1 0 0	P G F P
PIHSLEUR LANGUAGE APTITUDE BATTERY Sound-Symbol Association	(HBJ)	0 0 2 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 1 2 0 0 2 0 1 0	0 0 0 1 0 0	P G F P
PIHSLEUR LANGUAGE APTITUDE BATTERY Total	(HBJ)	0 1 1 0 1 0 0 0 0 0	1 2 0 1 1 1 0 1 1 1 1 1 1	2 1 0 2 0 1 2 0 1 0	0 0 0 1 0 0	P G F P
SEASHORE MEASURES OF MUSICAL TALENTS Loudness	(PC)	2 0 2 0 1 0 0 0 0 0	1 2 0 1 1 0 0 0 1 1 0 1 1	2 1 1 2 1 1 2 0 1 0	0 0 0 1 0 0	P F F P
SEASHORE MEASURES OF MUSICAL TALENTS Pitch	(PC)	2 0 2 0 1 0 0 0 0 0	1 2 0 1 1 0 0 0 1 1 0 1 1	2 1 1 2 1 1 2 0 1 0	0 0 0 1 0 0	P F F P
SEASHORE MEASURES OF MUSICAL TALENTS Rhythm	(PC)	2 0 2 0 1 0 0 0 0 0	1 2 0 1 1 0 0 0 1 1 0 1 1	2 1 1 2 1 1 2 0 1 0	0 0 0 1 0 0	P F F P
SEASHORE MEASURES OF MUSICAL TALENTS Timbre	(PC)	2 0 2 0 1 0 0 0 0 0	1 2 0 1 1 0 0 0 1 1 0 1 1	2 1 1 2 1 1 2 0 1 0	0 0 0 1 0 0	P F F P
SEASHORE MEASURES OF MUSICAL TALENTS Time	(PC)	2 0 2 0 1 0 0 0 0 0	1 2 0 1 1 0 0 0 1 1 0 1 1	2 1 1 2 1 1 2 0 1 0	0 0 0 1 0 0	P F F P

SECONDARY GOAL		TEST NAME		MEASUREMENT VALIDITY		EXAMINEE APPROPRIATENESS		ADMINISTRATIVE USABILITY		NORMED TECHNICAL EXCELLENCE		TOTAL LETTER GRADES
SEASHORE MEASURES OF MUSICAL TALENTS	Rating Range:	0-2	0-3	0-1	0-2	0-1	0-2	0-1	0-2	0-1	0-2	0-1
Tonal Memory	(PC)	2	0	2	0	1	0	0	0	0	0	0
SELMER MUSIC GUIDANCE SURVEY	(HAST)	0	0	2	0	0	0	0	0	0	0	0
Chords	(HAST)	0	0	2	0	0	0	0	0	0	0	0
SELMER MUSIC GUIDANCE SURVEY	(HAST)	0	0	2	0	0	0	0	0	0	0	0
Melody	(HAST)	0	0	2	0	0	0	0	0	0	0	0
SELMER MUSIC GUIDANCE SURVEY	(HAST)	0	0	2	0	0	0	0	0	0	0	0
Pitch	(HAST)	0	0	2	0	0	0	0	0	0	0	0
SELMER MUSIC GUIDANCE SURVEY	(HAST)	0	0	2	0	0	0	0	0	0	0	0
Rhythm	(HAST)	0	0	2	0	0	0	0	0	0	0	0
SELMER MUSIC GUIDANCE SURVEY	(HAST)	0	0	2	0	0	0	0	0	0	0	0
Total	(HAST)	0	0	2	0	0	0	0	0	0	0	0
STANDARDIZED TESTS OF MUSICAL INTELLIGENCE	(NFER)	2	0	2	0	1	0	0	0	0	0	0
Shortened Form	(NFER)	2	0	2	0	1	0	0	0	0	0	0
STANDARDIZED TESTS OF MUSICAL INTELLIGENCE	(NFER)	2	0	2	0	1	0	0	0	0	0	0
Total	(NFER)	2	0	2	0	1	0	0	0	0	0	0
TILSON-GRETSCH MUSICAL APTITUDE TEST	(FEC)	2	0	2	0	1	0	0	0	0	0	0
Intensity	(FEC)	2	0	2	0	1	0	0	0	0	0	0
TILSON-GRETSCH MUSICAL APTITUDE TEST	(FEC)	2	0	2	0	1	0	0	0	0	0	0
Pitch	(FEC)	2	0	2	0	1	0	0	0	0	0	0
TILSON-GRETSCH MUSICAL APTITUDE TEST	(FEC)	2	0	2	0	1	0	0	0	0	0	0
Time	(FEC)	2	0	2	0	1	0	0	0	0	0	0
TILSON-GRETSCH MUSICAL APTITUDE TEST	(FEC)	2	0	2	0	1	0	0	0	0	0	0
Tonal Memory	(FEC)	2	0	2	0	1	0	0	0	0	0	0
TILSON-GRETSCH MUSICAL APTITUDE TEST	(FEC)	2	0	2	0	1	0	0	0	0	0	0
Total	(FEC)	2	0	2	0	1	0	0	0	0	0	0
VISION, HEARING, AND MOTOR COORDINATION: ADVANCED PRE-TESTS	(CTB)	0	0	2	0	1	0	0	0	0	0	0
Auditory Acuity	(CTB)	0	0	2	0	1	0	0	0	0	0	0
64B. Visual Acuity												
DETROIT GENERAL APTITUDES EXAMINATION	(BNC)	0	0	2	0	0	0	0	0	0	0	0
Sizes	(BNC)	0	0	2	0	0	0	0	0	0	0	0
EMPLOYEE APTITUDE SURVEY	(ELTS)	1	0	2	0	1	0	0	0	0	0	0
Visual Pursuit	(ELTS)	1	0	2	0	1	0	0	0	0	0	0
FLANAGAN APTITUDE CLASSIFICATION TESTS	(SBA)	0	0	2	0	1	0	0	0	0	0	0
Inspection	(SBA)	0	0	2	0	1	0	0	0	0	0	0

[illegible]

SECONDARY GOAL TEST NAME

TEST NAME	Rating Range	MEASUREMENT VALIDITY						EXAMINEE APPROPRIATENESS										ADMINISTRATIVE USABILITY						NORMED TECHNICAL EXCELLENCE				TOTAL LETTER GRADES										
		CONTENT			CONSTRUCT			CONCURRENT		PREDICTIVE		REAL INTENT GIVEN		COMPREHENSION		INSTRUCTIONS		FORMAT		TIME AND PACING		RECORDING ANSWERS		ADMINISTRATION		SCORING EASE		INTERPRETATION		RELIABILITY		REPLICABILITY		RANGE — COVERAGE		SCORE GRADATION		
		0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-2	0-3	0-1	0-2	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-2	0-1	0-1	0-1	0-1	0-1	0-1	0-1
BENDER MOTOR GESTALT TEST	(AOA1)	2	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	0	0	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	P F F P
CASSEL GROUP LEVEL OF ASPIRATION TEST Psychological Response to Failure	(MPS)	0	0	2	0	0	1	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	0	0	1	0	1	0	0	0	0	P F F P	
CASSEL GROUP LEVEL OF ASPIRATION TEST Psychological Response to Failure	(MPS)	0	0	2	0	0	1	0	0	0	0	1	2	0	1	0	0	0	0	1	1	1	1	1	1	1	1	0	0	0	1	0	1	0	0	0	P F F P	
CLERICAL SKILLS SERIES Eye-Hand Accuracy	(HB)	1	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	0	0	0	P G F P	
DETROIT GENERAL APTITUDES EXAMINATION Circles	(BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	0	2	1	0	2	P F F P	
DETROIT GENERAL APTITUDES EXAMINATION Clerical Aptitude	(BMC)	0	0	1	0	0	0	0	0	0	0	0	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0	1	0	0	P F F P	
DETROIT TESTS OF LEARNING-APTITUDE Motor Speed and Precision	(BMC)	0	0	2	0	0	0	0	0	0	0	0	2	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	2	0	0	0	0	P F F P	
EMPLOYEE APTITUDE SURVEY Manual Speed and Accuracy	(EITS)	1	0	2	0	1	0	0	0	0	1	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	2	0	1	0	0	P G F P	
FLANAGAN APTITUDE CLASSIFICATION TESTS Coordination	(SRA)	0	0	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	2	1	1	3	1	0	0	0	P G F P	
FLANAGAN APTITUDE CLASSIFICATION TESTS Patterns	(SRA)	0	0	2	0	1	1	0	0	1	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	2	1	1	1	1	0	0	P G F P	
FLANAGAN APTITUDE CLASSIFICATION TESTS Precision	(SRA)	0	1	2	0	1	1	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	2	0	1	3	1	0	0	0	P G F P	
FLANAGAN INDUSTRIAL TESTS Coordination	(SRA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	1	1	2	0	0	0	P F F P	
FLANAGAN INDUSTRIAL TESTS Patterns	(SRA)	0	1	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	1	1	2	0	0	0	P G F P	
FLANAGAN INDUSTRIAL TESTS Precision	(SRA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	2	0	0	0	P G F P	
HOLMES' PERLUDEX TESTS Dex-Man Scale	(PA)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	0	1	0	1	1	1	1	1	1	0	0	0	1	0	0	1	0	0	P F F P	
HACQUARIE TEST FOR MECHANICAL ABILITY Combined Score	(CTB)	0	0	2	0	1	0	0	0	0	0	1	2	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	3	1	0	0	0	P G F P	
HACQUARIE TEST FOR MECHANICAL ABILITY Copying	(CTB)	0	0	2	0	1	0	0	0	0	0	1	2	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0	1	0	0	P G F P	

SECONDARY GOAL
TEST NAME

[illegible]

SECONDARY GOAL

[illegible]

SECONDARY GOAL
TEST NAME

[illegible]

APPENDIX A: PARTIAL LIST OF REFERENCES SUPPORTING THE SECONDARY GOAL TAXONOMY

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APPENDIX B PUBLISHERS AND DISTRIBUTORS OF EVALUATED TESTS

AAA	American Automobile Association 1712 G Street, N.W. Washington, D.C. 20006	AP	Arden Press 8331 Alvarado Drive Huntington Beach, California 92646
KAHPER	American Association for Health, Physical Education and Recreation 1201 16th Street, N.W. Washington, D.C. 20036	ASP	Association Press 291 Broadway New York, New York 10007
AAJE	American Association for Jewish Education 101 Fifth Avenue New York, New York 10003	ATB	American Test Bureau 459 Grant Street Indiana, Pennsylvania 15701
AC	Allington Corporation 801 North Pitt Street Alexandria, Virginia 22314	ATS	Aptitude Test Service P.O. Box 16 Golf, Illinois 60029
ACER	Australian Council for Educational Research Distribution Services Division Frederick Street Hawthorn, Victoria 3122 AUSTRALIA	AVA	Activity Vector Analysis Publications, Inc. 11 Dorrance Street Providence, Rhode Island 02903
ACS	American Chemical Society Examination Committee University of South Florida Tampa, Florida 33620	BAT	Brandywine Achievement Tests Box 526 Coatesville, Pennsylvania 19320
AEB	Ardon E. Buscho 704 S. Front Avenue Parks Rapids, Minnesota 56470	BBB	Bob Burton Brown Institute for Development of Human Resources College of Education University of Florida Gainesville, Florida 32601
AGS	American Guidance Service, Inc. Publishers' Building Circle Pines, Minnesota 55014	BEM	Bureau of Educational Measurements Kansas State Teachers College 1200 Commercial Street Emporia, Kansas 66801
AIR	American Institute for Research 8555 16th Street Silver Springs, Maryland 20910	BER	Bureau of Educational Research Ohio State University Columbus, Ohio 43210
AMP	Achievement Motivation Program W. Clement and Jessie V. Stone Foundation 111 East Wacker Drive, Suite 510 Chicago, Illinois 60601	BERS	Bureau of Educational Research and Service C-6 East Hall University of Iowa Iowa City, Iowa 52240
AOAI	American Orthopsychiatric Association, Inc. 1790 Broadway New York, New York 10019	BMC	The Bobbs-Merrill Company, Inc. 4300 West 62nd Street Indianapolis, Indiana 46268
		BSB	Barbara S. Boyle 944 Bryant Avenue Chico, California 95968

BSC	Book Society of Canada 4386 Sheppard Avenue Aglincourt, 742, Ontario CANADA	CP	Campus Publishers 711 North University Avenue Ann Arbor, Michigan 48108
BYUP	Brigham Young University Press Publications Sales Department 205 University Press Building Provo, Utah 84601	CPH	Christopher Publishing House 53 Billings Road North Quincy, Massachusetts 02171
CA	Cardall Associates 11 Charlton Street Princeton, New Jersey 08540	CPP	Consulting Psychologists Press, Inc. 577 College Avenue Palo Alto, California 94306
CAHPER	Canadian Association for Health, Physical Education and Recreation 333 River Road, 11th Floor Vanier City Ontario, Canada K1L 8B9	CPS	The Center for Psychological Service Suite 419 Columbia Medical Building 1835 Eye Street, N.W. Washington, D.C. 20006
CARA	Creative Arts Research Associates, Inc. P.O. Box 117 Monmouth, Oregon 97361	CRAC	Communications Research Associates, Inc. P.O. Box 11012 Salt Lake City, Utah 84111
CBC	Chriswell's Books and Coins 8845 Sheridan Drive Williamsville, New York 14221	CRA	Careers Research and Advisory Center Bateman Street Cambridge ENGLAND CB2 1LZ
CC	Conn Corporation 1101 East Beardsley Avenue Elkhart, Indiana 46515	CRT	Counselor Recordings and Tests Box 6184, Acklen Station Nashville, Tennessee 37212
CCTP	Cornell Critical Thinking Project Cornell University 107 Stone Hall Ithaca, New York 14850	CSB	Student Counseling Bureau Technical Division 3008 University Avenue, S.E. University of Minnesota Minneapolis, Minnesota 55414
CDRT	Committee on Diagnostic Reading Tests, Inc. Mountain Home North Carolina 28758	CSMPE	School of Education Center for the Study of Metropolitan Problems in Education University of Missouri-Kansas City Nelson House Kansas City, Missouri 64110
CF	Carl Fisher, Inc. Publisher of Music 56-62 Cooper Square New York, New York 10003	CTB	CTB/McGraw Hill Del Monte Research Park Monterey, California 93940
CHN	C. H. Nevin Printing Company 311 Bryn Mawr Island Bayshore Gardens Bradenton, Florida 33505	CUMC	Cornell University Medical College 1300 York Avenue, Box 88 New York, New York 10012
CHS	C. H. Stoelting 1350 South Kostner Avenue Chicago, Illinois 60623	CVE	Coast Visual Education Company 5610 Hollywood Boulevard Hollywood, California 90028

CWT	Client W. Thompson Professor of Health Education Mankato State College Mankato, Minnesota 56001	EGL	Educational Guidance, Inc. P.O. Box 511, Main Station Dearborn, Michigan 48120
DCC	Dow Chemical Company Midland, Michigan 48840	EITS	Educational and Industrial Testing Service P.O. Box 7234 San Diego, California 92107
DCRC	Delaware County Reading Council Delaware County Public Schools Curran Building Second and Orange Street Media, Pennsylvania 19063	EP	Educational Publications Dublin, New Hampshire 03444
DES	Dreier Educational Systems, Inc. 320 Raritan Avenue Highland Park, New Jersey 08904	EPS	Educators Publishing Service, Inc. 75 Moulton Street Cambridge, Massachusetts 02138
DET	Division of Educational Testing State Education Department Albany, New York 12224	ERB	Educational Records Bureau Box 619 Princeton, New Jersey 08540
DFP	Devereux Foundations Press Devon, Pennsylvania 19333	ES	Educational Stimuli 2112 Hammond Avenue Superior, Wisconsin 54881
DGB	Donald G. Barker Texas A&M University College Station, Texas 77843	ESM	Effective Study Materials P.O. Box 603 San Marcos, Texas 78666
DK	Donald Kirkpatrick 4380 Continental Drive Brookfield, Wisconsin 53005	ESS	Earl S. Schaefer Professor, School of Public Health University of North Carolina Chapel Hill, North Carolina 27514
DRD	Developmental Reading Distributors 1944 Sheridan Avenue Laramie, Wyoming 82070	ETS	Educational Testing Service Princeton, New Jersey 08540
EAC	Executive Analysis Corporation 50 East 42nd Street New York, New York 10017	ETSA	Employers' Tests and Services Associates 120 Detzel Place Cincinnati, Ohio 45219
EC	Expression Company, Publishers P.O. Box 11 Magnaolia, Massachusetts 01930	FEC	Follett Educational Corporation 1010 West Washington Boulevard Chicago, Illinois 60607
EDITS	Educational and Industrial Testing Services The Secretary 83 High Street Hemel Hempstead ENGLAND	FEO	F. E. Olds and Sons, Inc. Chicago Musical Instruments Company 7373 North Cicero Avenue Lincolnwood, Illinois 60646
EFW	E. F. Wonderlie and Associates, Inc. P.O. Box 7 Northfield, Illinois 60093	FERDC	Florida Educational Research and Development Council College of Education University of Florida Gainesville, Florida 32601

FGC	Fred Gritsch Company, Inc. 777 North Larch Street Elmhurst, Illinois 60126	HEA	Heinemann Educational Australia River House 24 River Street South Yarra Victoria 3141 AUSTRALIA
FLP	Family Life Publications Box 427 Saluda, North Carolina 28773	HETL	Hayes Educational Test Laboratory 7040 North Portsmouth Avenue Portland, Oregon 97203
FMBS	Follett's Michigan Bookstore, Inc. 322 South Street Ann Arbor, Michigan 48104	HLM	Hal Leonard Music, Inc. 64 East 2nd Street Winoma, Minnesota 55987
GAD	Guidance Associates of Delaware, Inc. 1526 Gilpin Avenue Wilmington, Delaware 19806	HMC	Houghton Mifflin Company 110 Tremont Street Boston, Massachusetts 02107
GC	Ginn and Company 2550 Hanover Street Palo Alto, California 93404	HS	Herman J. P. Schubert, M. E., Ph.D. 500 Klein Road Buffalo, New York 14221
GCT	Guidance Center The College of Education University of Toronto 1000 Yonge Street Toronto 289, CANADA	HSRC	Human Sciences Research Council Private Bag X41 Pretoria
GH	George Harrap and Company, Ltd. P.O. Box 70 182/4 High Holborn London WC1V 7AX ENGLAND	IDS	INSTITUTE OF SOUTH AFRICA Institute for Developmental Studies 239 Greene Street New York University Washington Square New York, New York 10003
GLP	Glenn C. Leach, Publisher 116 North Pleasant Avenue Ridgewood, New Jersey 07450	IOE	Instructional Objectives Exchange Box 24095 Los Angeles, California 90024
GPCT	George Peabody College for Teachers Institute on Mental Retardation and Intellectual Development Peabody College, Box 1613 Nashville, Tennessee 37203	IPAT	Institute for Personality and Ability Testing 1602 Coronado Drive Champaign, Illinois 61820
GTA	Guidance Testing Associates 6516 Shirley Avenue Austin, Texas 78752	IPHF	Indiana Public Health Foundation, Inc. 1330 West Michigan Street Indianapolis, Indiana 46207
HASI	H. and A. Selmer, Inc. Box 310 Elkhart, Indiana 46515	IPI	Industrial Psychology, Inc. 515 Madison Avenue New York, New York 10022
HBJ	Harcourt Brace Jovanovich, Inc. 757 Third Avenue New York, New York 10017	IPR	Institute of Psychological Research 34 Flury Street West Montreal 357, Quebec CANADA

IRC	Industrial Relations Center University of Chicago 1225 East 60th Street Chicago, Illinois 60637	M	Monitor P.O. Box 2337 Hollywood, California 90028
ISI	S. Ghateji, Head Psychometry Unit Indian Statistical Institute, 263 Barrackpore Trunk Road Calcutta 35 INDIA	MB	Martin M. Bruce, Ph.D., Publishers 340 Oxford Road New Rochelle, New York 10804
ITT	ITT Educational Service, Inc. 55 West 42nd Street New York, New York 10036	MeRC	Medical Research Council Department of Psychological Medicine Royal Free-Hospital Lawn Road London NW3 2XJ ENGLAND
JB	Jossey-Bass Inc., Publishers 615 Montgomery Street San Francisco, California 94111	MFF	Martin F. Fritz Iowa State Student Counseling Iowa State University Ames, Iowa 50010
JECP	Jewish Education Committee Press 426 West 58th Street New York, New York 10019	MHB	McGraw Hill Book Company, Inc. 330 West 42nd Street New York, New York 10036
JEM	Joseph E. Moore and Associates 4406 Jett Road N.W. Atlanta, Georgia 30327	MJH	Mary Jane Haskins Department of Health/ Physical Education for Women Lamar State College of Technology Beaumont, Texas 77704
JPB	J. and P. Bealls, Ltd. Gallowgate Newcastle Upon Tyne GREAT BRITAIN	MPC	McGrath Publishing Company P.O. Box 535 Whitmore Lake, Michigan 48189
JWW	J. Weston Walch, Publisher Box 656 Main Post Office Portland, Maine 04104	MRP	Montana Reading Publications, 517 Rimrock Road Billings, Montana 59102
LLA	L&L Associates P.O. Box 20473 Charlotte, North Carolina 28202	MSH	Marshall S. Hiskey 5640 Balwin Lincoln, Nebraska 68508
LME	Loekie Music Exchange 1239 S. Olive Los Angeles, California 90015	MUAA	Miami University Alumni Association Murstein Alumni Center Miami University Oxford, Ohio 45056
LRAG	Language Research Associates 175 East Delaware Place Chicago, Illinois 60611	NBEA	National Business Education Association 1201 16th Street, N.W. Washington, D.C. 20036
LSW	Lawrence S. Wrightsman George Peabody College Box 512 Nashville, Tennessee 37203		

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NRA	Nursing Research Associates 3752 Cummings Street Eau Claire, Wisconsin 54701	PB	Paul Bethune Brown County Schools P.O. Box 5408 Fort Lauderdale, Florida 33313
NTD	National Tool, Die and Precision Machining Association 1411 K Street Washington, D.C. 20005	PBR	Psychological Business Research 11000 Cedar Avenue Cleveland, Ohio 44106
NZCER	New Zealand Council for Educational Research Education House 178 Willis Street Wellington C.2 NEW ZEALAND	PC	The Psychological Corporation 304 East 45th Street New York, New York 10017
OB	Oliver and Boyd Tweeddale Court 14 High Street Edinburgh EH1 1YL, SCOTLAND	PEI	Psychologists and Educators, Inc. Suite 212 211 West State Jacksonville, Illinois 62650
ODE	Oficina de Evaluacion Departemento de Instruccion Publica Hato Rey PUERTO RICO	PEP	Psychologists and Educators Press 419 Pendik Jacksonville, Illinois 62650
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278		PGP	Personal Growth Press, Inc. P.O. Box M Berea, Ohio 44017
		PH	Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632
		PI	Priority Innovations, Inc. P.O. Box 792 Skokie, Illinois 60076

POM	Person-O-Metrics 20504 Williamsburg Road Dea born Heights, Michigan 48127	RHB	Richard H. Blum Institute for Public Policy Analysis Stanford University Stanford, California 94305
PP	Personnel Press 191 Spring Street Lexington, Massachusetts 02173.	RLW	Robert L. Williams, Ph.D. 7201 Creveling Drive St. Louis, Missouri 63130
PPI	Psychological Publications, Inc. 5300 Hollywood Boulevard Los Angeles, California 90027	RM	Richard McMenemy 3028 Northeast Braze Street Portland, Oregon 97212
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PRE	Purdue Research Foundation The University Bookstore 360 State Street West Lafayette, Indiana 47907	SC	Stanley Coopersmith University of California Davis, California 95616
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PSI	Psychological Services, Inc. 4311 Wilshire Boulevard, Suite 600 Los Angeles, California 90005	SGS	Sebastiano G. Santostefano Associate Professor of Psychology Department of Child Psychology Talbot Building #3 Boston University School of Medicine 80 East Concord Street Boston, Massachusetts 02118
PTA	Psychometric Techniques Associates 135 North Bellefield Avenue Pittsburgh, Pennsylvania 15213	SP	Stanford University Press Stanford, California 94305
PFS	Psychological Test Specialists Box 1441 Missoula, Montana 59801	SPECO	SPECO Educational Systems 1230 Industrial Dallas, Texas 75207
RC	Research Concepts 1368 East Airport Road Muskegon, Michigan 49444	SPS	Sheridan Psychological Services, Inc. P.O. Box 6101 Orange, California 92667
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SRA	Science Research Associates 259 East Erie Street Chicago, Illinois 60611	UMP	The University of Minnesota Press 2037 University Avenue, Southeast Minneapolis, Minnesota 55455
STA	Stevens, Thurrow and Associates, Inc. 105 West Adams Street Chicago, Illinois 60603	UPS	University Publications Sales Ohio State University 2500 Kenny Road Columbus, Ohio 43210
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TNS	Thomas Nelson and Sons, Ltd. Lincoln Way Windmill Road Sunbury-On-Thames Middlesex TW16 7HP ENGLAND	WLW	William, Lynde and Williams 401 Painesville Professional Center 153 E. Erie Street Painesville, Ohio 44077
TPC	Teachers Publishing Company Division of the Macmillan Company Riverside, New Jersey 08075	WPS	Western Psychological Services 12031 Wilshire Boulevard Los Angeles, California 90025
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UBCB	University of British Columbia Bookstore Vancouver 8, British Columbia CANADA	YRC	Youth Research Center 122 West Franklin Avenue Minneapolis, Minnesota 55404
UBS	University Bookstore Purdue University 360 State Street West Lafayette, Indiana 47906		

INDEX A: INDEX OF GOALS

ARTS AND CRAFTS. .1

1. KNOWLEDGE OF ARTS AND CRAFTS. .1

- A. Nature and Scope of Art. .1
 - B. Art Materials and Techniques. .1
 - C. Art Composition and Style. .1
 - D. Works of Art. .1
 - E. Analysis of Art and Craft Products. .1
- #### 2. PRODUCTION OF ART AND CRAFT WORKS. .1
- A. Mechanical and Hand Skills in Art. .1
 - B. Compositional and Style Skills in Art. .1
- #### 3. RESPONSE TO ARTS AND CRAFTS. .1
- A. Personal Response to Arts and Crafts. .2
 - B. Judgmental Response to Art. .3

DRIVER AND TRAFFIC SAFETY. .3

4. FUNDAMENTALS OF SAFE DRIVING. .3

- A. Driver Responsibilities. .3
 - B. Motor Vehicle Laws and Rules of the Road. .3
 - C. Basic Driving Skills. .4
 - D. Auto Accident Prevention. .4
 - E. Procedure in the Event of Auto Accident. .4
- #### 5. FUNDAMENTALS OF MOTOR VEHICLE PURCHASE AND MAINTENANCE. .4
- A. Motor Vehicle Maintenance and Repair. .5
 - B. Economics of Motor Vehicle Purchase. .5

ENGLISH LANGUAGE ARTS. .5

6. DEVELOPMENTAL READING. .5

- A. Reading Comprehension Skills. .5
 - B. Research and Study Skills. .14
 - C. Vocabulary Development and Spelling. .16
- #### 7. SPEECH, DRAMA, AND ORAL PRESENTATION. .18
- A. Organization of Ideas for Oral Presentation. .18
 - B. Types of Speeches and Drama. .18
 - C. Mechanics of Oral Presentation. .18
 - D. Listening Habits. .20
- #### 8. GRAMMAR. .20
- A. Parts of Speech. .20
 - B. Grammar of Sentences. .21

9. WRITING SKILLS. .25

- A. Organization of Ideas for Writing. .25
- B. Sentence and Paragraph Development. .25
- C. Style. .26

D. Mechanics of Writing. .26

- E. Formal Writing. .26
- F. Personal Writing. .27
- G. Creative Writing. .27

10. FORMS OF LITERATURE. .27

- A. Knowledge and Understanding of Literature. .27
- B. Sources of Literature. .27

11. ANALYSIS AND EVALUATION OF LITERATURE. .31

- A. Analysis of Plot and Theme. .31
- B. Analysis of the Structure of Literary Works. .31
- C. Appreciation of Literature. .31

FOREIGN LANGUAGE. .32

12. KNOWLEDGE OF THE ELEMENTS OF A FOREIGN LANGUAGE. .32

- A. Foreign Language Writing System. .32
- B. Foreign Language Phonetics. .32
- C. Foreign Language Vocabulary. .32
- D. Foreign Language Grammar. .32

13. MASTERY OF FOREIGN LANGUAGE TECHNIQUE. .33

- A. Foreign Language Reading Ability. .33
- B. Foreign Language Listening Comprehension. .34
- C. Foreign Language Writing Ability. .35
- D. Foreign Language Speaking Ability. .36

14. INSIGHT INTO A FOREIGN CULTURE. .37

- A. Literature of a Foreign Culture. .37
- B. Social-Historical Features of a Foreign Culture. .37

15. ASSIMILATION OF FOREIGN LANGUAGE AND CULTURE. .38

- A. Interest in Learning and Using a Foreign Language. .38
- B. Interest in Learning About and Involvement in a Foreign Culture. .38

HEALTH AND SAFETY. .38

16. PHYSICAL AND MENTAL HEALTH. .38

- A. Personal Health. .38
- B. Nutrition. .39

C. Personality Development. .39

17. HABIT FORMING SUBSTANCES AND THEIR USE. .39

- A. Smoking and Tobacco. .39
- B. Alcohol and Alcoholism. .39
- C. Drug Use and Abuse. .40

- 18. MARRIAGE, FAMILY, AND SEX EDUCATION. . 40
 - A. Sex Education. . 40
 - B. Dating. . 40
 - C. Marriage and Family Life. . 41
- 19. PUBLIC HEALTH. . 41
 - A. Community Health. . 41
 - B. Diseases. . 41
 - C. Consumer Health. . 41
- 20. SAFETY EDUCATION. . 41
 - A. Safety and Accidents. . 41
 - B. First Aid. . 41

HOME ECONOMICS. . 42

- 21. HOME AND FAMILY MANAGEMENT. . 42
 - A. Family Relations. . 42
 - B. Home Nursing and Child Care. . 42
 - C. Home Management. . 42
 - D. Consumer Economics. . 42
 - E. Housing. . 42
 - F. Furnishing. . 42
- 22. FOOD AND MEAL PREPARATION. . 42
 - A. Food Preparation. . 42
 - B. Meal Serving. . 42
- 23. CLOTHING AND TEXTILES. . 42
 - A. Clothing and Textile Selection. . 42
 - B. Sewing and Clothing Construction. . 43
 - C. Care of Clothing. . 43

INDUSTRIAL ARTS. . 43

- 24. INDUSTRIAL ARTS AND PRACTICES. . 43
 - A. Industrial Shop Safety. . 43
 - B. Drafting (non-vocational). . 43
 - C. Woodworking (non-vocational). . 43
 - D. Metals and Machines (non-vocational). . 43
 - E. Electricity and Electronics (non-vocational). . 43
 - F. Graphics (non-vocational). . 44
 - G. Auto Mechanics (non-vocational). . 44

INTELLECTUAL SKILLS. . 44

- 25. UNDERSTANDING. . 44
 - A. Comprehension and Production of Information. . 44
 - B. Integration of Information. . 54
- 26. MEMORY. . 55
 - A. Rote Memory. . 55
 - B. Meaningful Memory. . 57

- 27. SYSTEMATIC REASONING. . 58
 - A. Deductive Reasoning. . 58
 - B. Inductive Reasoning. . 59
- 28. CREATIVITY. . 67
 - A. Ingenuity. . 67
 - B. Flexibility. . 67
 - C. Elaboration. . 68
- 29. EVALUATION. . 69
 - A. Logical Judgment. . 70
 - E. Social Judgment. . 70

MATHEMATICS. . 71

- 30. GENERAL MATHEMATICS. . 72
 - A. Arithmetic. . 72
 - B. Number Concepts, Systems, and Sets. . 78
 - C. Measurement. . 78
- 31. APPLIED MATHEMATICS. . 79
 - A. Business and Consumer Mathematics. . 79
 - B. Industrial and Vocational Mathematics. . 79
 - C. Computer Programming. . 80
 - D. Computer Theory and Practice. . 80
- 32. ALGEBRA. . 80
 - A. Algebraic Skills and Concepts. . 81
 - B. Real and Complex Number Systems. . 82
 - C. Equations and Inequalities. . 82
 - D. Exponents, Radicals, Logarithms, and Functions. . 83
 - E. Linear Algebra. . 84
- 33. GEOMETRY. . 84
 - A. Informal Geometry. . 84
 - B. The Nature of Proof in Mathematics. . 84
 - C. Euclidean Plane Geometry. . 85
 - D. Coordinate Plane Geometry. . 85
 - E. Solid Geometry. . 85
- 34. TRIGONOMETRY. . 85
 - A. Trigonometric Ratios. . 86
 - B. Coordinate Trigonometry. . 86
 - C. Trigonometric Formulas and Identities. . 86
 - D. Trigonometric Circular Functions. . 86
- 35. PROBABILITY AND STATISTICS. . 86
 - A. Organizing and Presenting Statistical Data. . 86
 - B. Descriptive Statistics. . 86
 - C. Probability Concepts and Distributions. . 86
 - D. Statistical Inference. . 86
- 36. ADVANCED MATHEMATICS. . 86
 - A. Analysis and Elementary Functions. . 86
 - B. Analytic Geometry. . 87
 - C. Calculus. . 87

MUSIC. .87

- 37. KNOWLEDGE OF MUSIC. .87
 - A. Nature and Scope of Music. .87
 - B. Elements and Media of Music. .87
 - C. Structure and Organization of Music. .91
 - D. Knowledge of Musical Works. .92
 - E. Analysis of Musical Works. .92
- 38. PRODUCTION OF MUSIC. .92
 - A. Vocal Performing Skills in Music. .92
 - B. Instrumental Performing Skills in Music. .93
 - C. Compositional Skills in Music. .92
- 39. RESPONSE TO MUSIC. .93
 - A. Personal Response to Music. .93
 - B. Judgmental Response to Music. .93

PERSONALITY CHARACTERISTICS. .93

- 40. TEMPERAMENT. .93
 - A. Emotional Security. .94
 - B. Realistic Responsibility. .103
 - C. Inquiring Boldness. .107
 - D. Productive Self-Assertion. .114
 - E. Friendliness and Trust. .121
 - F. Sensitivity and Concern. .126
- 41. ATTITUDINAL FACTORS OF ACHIEVEMENT. .129
 - A. Self-Concept. .129
 - B. Achievement Motivation. .135
 - C. School Orientation. .139
- 42. SOCIAL BEHAVIOR. .143
 - A. Interpersonal Relationships. .143
 - B. Social Behavior Skills. .147

PHILOSOPHY AND RELIGION. .149

- 43. PHILOSOPHY. .149
 - A. Nature and Scope of Philosophy. .149
 - B. Personal Philosophy and Values. .149
- 44. RELIGION. .150
 - A. World Religions. .150
 - B. Knowledge of Own Religion. .150
 - C. Personal Acceptance and Belief in Religion. .151
 - D. Personal Religious Practices. .151

PHYSICAL EDUCATION. .151

- 45. PHYSICAL DEVELOPMENT AND WELL-BEING. .151
 - A. Physical Growth and Development. .152
 - B. Motor Skills, Movement, and Muscular Coordination. .152

46. SPORTS AND GAMES. .156

- A. Rules and Strategies of Sports and Games. .156
- B. Skill in Sports and Games. .156
- C. Physical Education Equipment. .157
- 47. PERSONAL IMPACT OF PHYSICAL EDUCATION. .157
 - A. Social and Psychological Impact of Physical Education. .157
 - B. Group Activity and Sportsmanship. .158
 - C. Interest and Independent Participation in Sports and Games. .158

SCIENCE. .158

- 48. BIOLOGY. .158
 - A. Nature, Origin, and Evolution of Life. .159
 - B. Reproduction. .159
 - C. Plants. .159
 - D. Animals. .159
 - E. The Biology of Man. .160
 - F. Ecology. .160
- 49. CHEMISTRY. .160
 - A. History, Theories, and Principles of Chemistry. .161
 - B. Terminology, Symbols, and Element Families. .161
 - C. Atomic and Molecular Structure. .162
 - D. Chemical Reactions. .162
 - E. Carbon Compounds and Bio-Chemistry. .162
- 50. GENERAL SCIENCE. .162
 - A. Geology. .163
 - B. Weather Science. .163
 - C. Ocean Science. .163
 - D. Space Science. .163
 - E. Investigative Skills and Scientific Method. .163
- 51. PHYSICS. .163
 - A. Mechanics. .164
 - B. Kinetic Theory. .165
 - C. Fields and Electricity. .166
 - D. Waves and the Propagation of Energy. .166
 - E. Atomic and Nuclear Physics. .166
- SOCIAL STUDIES. .166
 - 52. ANTHROPOLOGY. .167
 - A. Nature and Scope of Anthropology. .167
 - B. Characteristics of Cultures. .167
 - C. Human Evolution and Variations. .167
 - 53. ECONOMICS. .167
 - A. Business and Trade. .167
 - B. Economic Systems. .167

54. GEOGRAPHY..167
 - A. Physical Geography..167
 - B. Cultural and Social Geography..167
 - C. Political and Economic Geography..167
55. GOVERNMENT..168
 - A. United States Government..168
 - B. Other Types of Government..168
 - C. Citizenship..168
56. HISTORY..168
 - A. Ancient History..169
 - B. Medieval History..169
 - C. Modern World History..169
 - D. American History..170
 - E. State and Local History..171
57. PSYCHOLOGY..171
 - A. The Nature and Scope of Psychology..171
 - B. Human Behavior..171
 - C. How Psychology Can Help People..171
58. SOCIOLOGY..171
 - A. Man and His Society..172
 - B. Distribution and Organization of People..172
 - C. Social Change..172
 - D. Minority Groups in America..172
59. SOCIAL STUDIES SKILLS..172
 - A. Research Skills in Social Studies..172
 - B. Critical Thinking Skills in Social Studies..172
 - C. Interest in Social Studies..173
- VOCATIONAL/CAREER EDUCATION..173
60. KNOWLEDGE AND SKILLS FOR VOCATIONAL SUCCESS..173
 - A. Agricultural Vocations..173
 - B. Distributive Vocations..173
61. GENERAL VOCATIONAL APTITUDES..183
 - A. Clerical Aptitude..188
 - B. Following Directions and Applications..192
 - C. Spatial Aptitude..193
 - D. Mathematical Facility..196
 - E. Vocational Creativity..198
 - F. Managerial Aptitude..198
 - G. Interpersonal Skills..200
62. GENERAL VOCATIONAL ATTITUDES..201
 - A. Vocational Responsibility..201
 - B. Job Adaptability..202
 - C. Vocational Relationships..202
 - D. Career Preparation..204
63. VOCATIONAL INTERESTS..205
 - A. Mechanical-Manual Interests..206
 - B. Social Interests..213
 - C. Theoretical Interests..229
 - D. Outdoor Interests..242
 - E. Creative Interests..245
 - F. Office Interests..253
 - G. Domestic Interests..257
64. VOCATIONAL PERCEPTUAL AND MOTOR ABILITIES..258
 - A. Auditory Acuity..258
 - B. Visual Acuity..260
 - C. Coordination..262
 - D. Dexterity..264
 - E. Physical Stamina and Strength..265

INDEX B: INDEX OF TESTS

- A Midsummer Night's Dream. . 27
 A Tale of Two Cities. . 27
 AAHPER Cooperative Physical Education-Test, Form 2. . 151
 AAHPER Youth Fitness Test
 50-Yard Dash for Boys and Girls. . 152
 Plexed-Arm Hang for Girls. . 152
 Pull-Up for Boys. . 152
 Shuttle Run for Boys and Girls. . 152
 Sit-Up for Boys and Girls. . 152
 600-Yard Run-Walk for Boys and Girls. . 152
 Softball Throw for Boys and Girls. . 152
 Standing Broad Jump for Boys and Girls. . 152
 AC Test of Creative Ability, Contracted; Scoring Procedure. . 68
 Academic Aptitude Test
 Comprehension of Relations. . 59
 General Information. . 45
 Mental Alertness. . 54
 Non-Verbal Intelligence. . 59
 Verbal Intelligence. . 44
 Accounting Orientation Test, High School Level
 Accounting Problems. . 79
 Arithmetic Reasoning. . 79
 Total. . 79
 Vocabulary. . 176
 ACER Advanced Test AL. . 44
 ACER Advanced Test AL + AQ. . 44
 ACER Advanced Test AQ. . 59
 ACER Advanced Test B 40. . 60
 ACER Advanced Test N. . 60
 ACER Higher Test
 Linguistic. . 60
 Quantitative. . 60
 Total. . 60
 ACER Mechanical Comprehension Test. . 193
 ACER Mechanical Reasoning Test. . 193
 ACER Number Test. . 72
 ACER Short Clerical Test
 Arithmetic Test. . 196
 Checking Test. . 188
 ACER Speed and Accuracy Tests. . 188
 Achievement Examinations for Secondary Schools
 Advanced Algebra. . 82
 Biology. . 158
 Bookkeeping. . 176
 Business Relations and Occupations. . 176
 Chemistry. . 160
 Economic Geography. . 167
 Elementary Algebra. . 81
 English XI. . 27
 English XII. . 27
 General Mathematics III. . 72
 General Science. . 163
 Modern World History. . 169
 Physics. . 163
 Plane Geometry. . 85
 Solid Geometry. . 85
 Achievement Test
 Capitalization and Punctuation. . 21
 Joining Parts of the Sentence. . 25
 Parts of Speech. . 20
 Parts of the Sentence. . 21
 Achievement Test of English Usage. . 21
 Achievement Test on Syphillis and Gonorrhea. . 41
 Achievement Tests in Hebrew, Test 3. . 32
 ACS-NSTA Cooperative Examination—1972 Advanced
 High School Chemistry
 Part I. . 160
 Part II. . 160
 Total. . 160
 ACS-NSTA Cooperative Examination—1973
 High School Chemistry
 Part I. . 160
 Part II. . 160
 Total. . 161
 Action-Choice Tests for Competitive Sports Situations. . 156
 Adaptability Test. . 54
 Adjective Check List
 Abasement. . 94
 Achievement. . 135
 Affiliation. . 121
 Aggression. . 126
 Autonomy. . 107
 Change. . 107
 Counseling Readiness. . 93
 Defensiveness. . 103
 Deference. . 114
 Dominance. . 114
 Endurance. . 135
 Exhibition. . 114
 Heterosexuality. . 126

Intracception. . .	107
Liability. . .	107
Number of Favorable Adjectives Checked. . .	103
Number of Unfavorable Adjectives Checked. . .	126
Nurturance. . .	126
Order. . .	103
Personal Adjustment. . .	121
Self-Confidence. . .	108
Self-Control. . .	103
Successance. . .	94
Total Number of Adjectives Checked. . .	93
Adjustment Inventory	
Emotional. . .	94
Health Adjustment. . .	152
Home Adjustment. . .	129
Hostility. . .	121
Masculinity—Femininity. . .	108
Submissiveness. . .	114
Adolescent Alienation Index, Form A. . .	139
Advanced Progressive Matrices. . .	60
AGCT. . . see Army General Classification Test	
AH4 Group Test of General Intelligence	
Part I. . .	45
Part II. . .	60
Total. . .	60
AH5 Group Test of High-Grade Intelligence	
Part I. . .	60
Part II. . .	60
Total. . .	60
Algebra Survey Test—First Semester	
Algebraic Concepts. . .	81
Changing Algebraic Expressions. . .	81
Deriving Equations. . .	82
Factoring. . .	81
Formulas and Graphs. . .	81
Solving Equations. . .	82
Total. . .	81
Algebra Survey Test—Second Semester	
Algebraic Concepts. . .	81
Algebraic Processes. . .	81
Fractions. . .	81
Functional Relationships. . .	83
Problems. . .	83
Solving Equations. . .	83
Total. . .	80
Alpha Biographical Inventory	
Academic Performance. . .	135
286	
Creativity. . .	108
Alternate Uses. . .	67
American History—Government Problems of Democracy	
Constitution. . .	170
Foreign Policy. . .	170
Growth of a Democracy. . .	170
Growth of a National Spirit. . .	170
Problems of American Democracy. . .	170
Total. . .	170
American Literacy Test. . .	45
American Literature Anthology Test	
Civil War and the Westward Movement. . .	27
Colonial Times and Making of a Nation. . .	27
Final Test. . .	27
Flowering of the East. . .	28
Growth of Realism. . .	28
Modern American Literature. . .	28
The Genius of New England. . .	28
American Numerical Test. . .	72
American School Achievement Test, Reading	
Reading Comprehension. . .	5
Reading Rate. . .	5
Total. . .	5
Vocabulary. . .	45
American School Intelligence Test, High School Battery. . .	44
Analysis of Learning Potential, Advanced II Battery. . .	44
General Composite Standard Score. . .	45
Mathematics Composite Prognostic Score. . .	72
Reading Composite Prognostic Score. . .	45
Analysis of Relationships. . .	60
Analytical Survey Test in Computational Arithmetic	
Decimals. . .	72
Fractions and Mixed Numbers. . .	72
Operations with Whole Numbers. . .	72
Percentage. . .	72
Practical Measurements. . .	78
Total. . .	73
Analytical Survey Test in English Fundamentals	
Capitalization. . .	21
Grammatical Terminology. . .	21
Grammatical Usage. . .	21
Punctuation. . .	21
Sentence Organization. . .	21
Sentence Structure. . .	22
Spelling. . .	16
Total. . .	22
Anderson-Fisk Chemistry Test. . .	161

- ANPA Foundation Newspaper Test, Form S-1. .5
- Appraisal of Occupational Aptitudes
- Arithmetical Computation and Reasoning. .73
- Checking Letters. .188
- Checking Numbers. .188
- Desk Calculator. .79
- Filing Names. .188
- Filing Numbers. .188
- Posting Names. .188
- Posting Numbers. .188
- Aptitude Associates Test of Sales Aptitude. .173
- Aptitude Test C.P.66.
- Quantitative. .72
- Total. .45
- Verbal. .45
- Aptitude Test for Nursing. .175
- Aptitude Tests for Occupations
- Clerical Routine Aptitude. .188
- Computational Aptitude. .196
- General Sales Aptitude. .200
- Mechanical Aptitude. .193
- Personal—Social Aptitude. .70
- Scientific Aptitude. .60
- Aptitude Tests for Boys and Girls
- 10 Yards—12 Arrows. .156
- 30 Yards—12 Arrows. .156
- Total of 10 and 20 Yards. .156
- Total of 10, 20 and 30 Yards. .156
- 20 Yards—12 Arrows. .156
- Arithmetic Review. .73
- Arithmetic Test for Prospective Nurses. .73
- Army Alpha Examination—First Nebraska Edition
- Numerical. .73
- Relationships. .60
- Total. .44
- Verbal. .44
- Army General Classification Test—First Civilian Edition. .45
- Army Group Examination Alpha, Schrammel-Brannan Revision. .45
- Art Vocabulary. .1
- Arthur Point Scale. . see Point Scale of Performance Tests
- As You Like It. .28
- Association Adjustment Inventory
- Anxious—Relaxed. .94
- Block Score. .94
- Depressed—Optimistic. .95
- General Scoring Key. .95
- Hysteric—Non-Hysteric. .95
- Impulsive—Restrained. .108
- Juvenility. .95
- Paranoid—Naive. .121
- Psychosomaphathic—Physical Contentment. .95
- Psychotic Responses. .95
- Rigid—Flexible. .103
- Schizophrenic—Objective. .95
- Sociopathic—Empathetic. .143
- Withdrawal—Sociable. .126
- Associational Fluency I. .68
- Barrett-Ryan English Test. .20
- Barron-Welsh Art Scale. .2
- Basic Skills in Arithmetic. .73
- Basketball Skills Test for Boys
- Dribble. .152
- Foul Shot. .152
- Front Shot. .152
- Jump and Reach. .152
- Overarm Pass for Accuracy. .153
- Push Pass for Accuracy. .153
- Side Shot. .153
- Speed Pass. .153
- Under Basket Shot. .153
- Basketball Skills Test for Girls
- Dribble. .153
- Foul Shot. .153
- Front Shot. .153
- Jump and Reach. .153
- Overarm Pass for Accuracy. .153
- Push Pass for Accuracy. .153
- Side Shot. .153
- Speed Pass. .153
- Under Basket Shot. .153
- Belmont Measures of Athletic Performance
- Field Hockey Scale. .158
- Basketball Scale for Women. .156
- Softball Scale for Women. .156
- Volleyball Scale for Women. .156
- Bender Motor Gestalt Test. .262
- Bennett Hand-Tool Dexterity Test. .264
- Bennett Mechanical Comprehension Test. .164
- Bennett Use of Library Test. .14
- Beta Examination. . see Revised Beta Examination
- Binet. . see Stanford-Binet Intelligence Scale

Biographical Inventory

CRA-G

Avocational Activities. .245

Educational History. .245

Family History. .245

Miscellaneous. .245

Total. .245

CRAW-B

Avocational Activities. .245

Educational History. .246

Family History. .246

Miscellaneous. .246

Total. .246

CRMS-B

Avocational Activities. .246

Educational History. .246

Family History. .246

Miscellaneous. .246

Total. .246

CRW-G

Avocational Activities. .246

Educational History. .246

Family History. .246

Miscellaneous. .246

Total. .246

BITCH Test (Black Intelligence Test of Cultural Homogeneity). .45

Blue Collar Supervision Test

Change. .198

Coaching. .198

Control. .198

Discipline. .198

Instruction. .199

Methods. .199

Safety. .199

Unions. .202

Bhum High School Drug Use Questionnaire. .39

Blyth Second-Year Algebra Test. .80

Brainard Occupational Preference Inventory

Agricultural (For Boys and Men). .242

Commercial. .253

Esthetic. .246

Mechanical. .206

Personal Service (For Girls and Women). .213

Professional. .213

Scientific. .229

Brandywine Achievement Test in Geography for Secondary Schools,

Total. .5

Brief Survey Test of Arithmetic Skills

Computation. .73

Reasoning. .73

Total. .73

Brook Reaction Test—Experimental Edition

Aesthetic. .246

Agricultural. .242

Biological Sciences. .229

Business. .229

Clothing and Appearance. .257

Dances, Social Functions, Etc. .121

Entertainment. .246

Food and Drink. .213

Humanitarian. .213

Intellectual. .229

Legal. .229

Literary. .246

Military. .213

Multiple Themes. .93

Omissions. .94

Outdoor. .242

People. .213

Physical Sciences. .229

Political. .173

Practical. .206

Questionable. .94

Religious. .229

Secretarial. .253

Sexual. .94

Sport. .242

Travel. .242

Unclassifiable. .94

Brown-Carlsey/Listening Comprehension Test. .20

Bruce Vocabulary Inventory. .45

BSCS Biological Science: Patterns and Processes

Achievement Test 1. .160

Achievement Test 2. .159

Achievement Test 3. .159

Achievement Test 4. .159

Achievement Test 5. .159

Achievement Test 6. .160

Final Examination. .158

BSCS Comprehensive Final Examination (Revised). .158

Buffalo Reading Test for Speed and Comprehension

Comprehension

Part I. .5

Part II. .5

Total..	.5
Gross (Number Correct)	
Part I..	.6
Part II..	.6
Total..	.6
Speed	
Part I..	.6
Part II..	.6
Total..	.6
Burnett Reading Series Survey Test—Senior	
Comprehension..	.6
Rate and Accuracy..	.6
Total Survey..	.6
Word Meaning..	.45
Buscho Four Controversial Health Areas Test	
Attitude Survey..	.39
Knowledge Test..	.39
Business Career Aptitude Test	
Arithmetic—Part I..	.196
Arithmetic—Part II..	.197
Business Vocabulary..	.176
Checking..	.189
Coding..	.189
Filing..	.189
Language..	.22
Phonetic Spelling..	.16
Thurstone Test of Mental Alertness	
L-Score..	.45
Q-Score..	.60
Total..	.45
Word Discrimination..	.22
Business Judgment Test—Revised..	.202
Business Test..	.60
CAHPER Fitness Performance Test	
50 Yard Run..	.153
Flexed-Arm Hang..	.153
Shuttle Run..	.153
Speed Sit-Up..	.153
Standing Broad Jump..	.154
300 Yard Run..	.154
California Achievement Tests: Level 5	
Language	
Mechanics..	.22
Spelling..	.16
Total..	.20
Usage and Structure..	.20

Mathematics	
Computation..	.73
Concepts and Problems..	.78
Total..	.73
Reading	
Comprehension..	.6
Total..	.6
Vocabulary..	.45
Total Battery..	.20
California Algebra Aptitude Test	
Formulas..	.84
Number Series..	.60
Problems..	.73
Total..	.73
California Life Goals Evaluation Schedules	
Esteem..	.149
Fame..	.149
Independence..	.149
Interesting Experiences..	.149
Leadership..	.149
Power..	.149
Profit..	.149
Security..	.149
Self-Expression..	.149
Social Service..	.149
California Occupational Preference Survey	
Aesthetic, Professional..	.247
Aesthetic, Skilled..	.247
Business, Professional..	.229
Business, Skilled..	.253
Clerical..	.253
Linguistic, Professional..	.229
Linguistic, Skilled..	.253
Outdoor..	.242
Science, Professional..	.229
Science, Skilled..	.206
Service, Professional..	.213
Service, Skilled..	.213
Technical, Professional..	.229
Technical, Skilled..	.206
California Phonics Survey	
Configuration..	.6
Consonant-Vowel Reversals..	.6
Consonants: Confusion with Blends and Digraphs..	.6
Endings..	.6
Long-Short Vowel Confusion..	.6
Negatives and Opposites; Slight Words..	.6

Other Vowel Confusion. . 6
Rigidity. . 7
Total. . 7

California Psychological Inventory

Achievement via Conformance. . 114
Achievement via Independence. . 114
Capacity for Status. . 108
Communality. . 103
Dominance. . 114
Femininity. . 114
Flexibility. . 103
Good Impression. . 121
Intellectual Efficiency. . 126
Psychological-mindedness. . 108
Responsibility. . 103
Self-Acceptance. . 129
Self-Control. . 95
Sense of Well-Being. . 95
Sociability. . 129
Social Presence. . 143
Socialization. . 114
Tolerance. . 126

California Short-Form Test of Mental Maturity: Level 4

Language. . 45
Logical Reasoning. . 60
Memory. . 57
Non-Language. . 61
Numerical Reasoning. . 73
Total. . 61
Verbal Concepts. . 45

California Short-Form Test of Mental Maturity: Level 5

Language. . 46
Logical Reasoning. . 61
Memory. . 57
Non-Language. . 61
Numerical Reasoning. . 73
Total. . 61
Verbal Concepts. . 46

California Study Methods Survey

Attitudes toward School. . 139
Mechanics of Study. . 14
Planning and System. . 14
Total. . 14

California Test of Mental Maturity: Level 4

Language. . 46
Logical Reasoning. . 61
Memory. . 57

290

Non-Language. . 58
Numerical Reasoning. . 73
Spatial Relationships. . 193
Total. . 58
Verbal Concepts. . 46

California Test of Mental Maturity: Level 5

Language. . 46
Logical Reasoning. . 61
Memory. . 57
Non-Language. . 58
Numerical Reasoning. . 73
Spatial Relationships. . 193
Total. . 58
Verbal Concepts. . 46

California Test of Personality: Secondary

Anti-Social Tendencies. . 143
Community Relations. . 147
Family Relations. . 143
Feeling of Belonging. . 129
Nervous Symptoms. . 95
Occupation Relations. . 139
Personal Adjustment. . 129
Self-Reliance. . 114
Sense of Personal Freedom. . 129
Sense of Personal Worth. . 129
Social Adjustment. . 143
Social Skills. . 114
Social Standards. . 147
Total Adjustment. . 129
Withdrawing Tendencies. . 95

Cardall-Miles Mental Alertness Test. . 46

Career Guidance Inventory

Agriculture and Forestry Technology. . 242
Business Management. . 213
Carpentry and Woodworking. . 206
Chemical and Laboratory Technology. . 229
Civil and Architectural Engineering Technology. . 242
Communications. . 229
Data Processing Technology. . 230
Drafting and Design Technology. . 206
Electrical Engineering Technology. . 206
Environmental Health Technology. . 230
Food Service. . 207
Industrial Production Technology. . 213
Masonry. . 207
Mechanical Engineering Technology. . 207
Mechanical Repair. . 207

Medical Technology—Laboratory. .207
 Medical Technology—Nursing. .213
 Painting and Decoration. .207
 Plumbing and Pipefitting. .207
 Printing. .207
 Protective Services. .213
 Sales. .213
 Sheet Metal and Welding. .207
 Tool and Die Making—Precision Machinery. .207
 Transportation Services. .207
 Career Interests Test
 Aesthetic-Literary. .247
 Commercial-Clerical. .253
 Outdoor-Physical. .242
 Practical-Technical. .207
 Scientific-Theoretical. .230
 Social Service. .213
 Career Maturity Inventory, Attitude Scale. .149
 Career Maturity Inventory, Competence Test
 Choosing a Job. .204
 Knowing About Jobs. .204
 Knowing Yourself. .70
 Looking Ahead. .204
 What Should They Do?. .70
 Cartoon Predictions. .70
 Carver Darby Chunked Reading Test
 Accuracy. .7
 Efficiency. .57
 Rate. .7
 Cass-Sanders Psychology Test: Form A. .171
 Cassel Group Level of Aspiration Test
 Aspiration "D" Score. .135
 Clinical "D" Score. .135
 First Goal Score. .135
 Hausmann Score. .135
 Level of Aspiration Quotient (LAQ). .135
 Physiological Response to Failure. .262
 Psychological Response to Failure. .262
 CAT. .see California Achievement Tests
 Cattell Culture Fair Intelligence Test—Scale 2
 Part I. .61
 Part II. .61
 Total. .61
 Cattell Intelligence Tests—Scale III. .46
 CBS Composite (Missing Cartoon and Missing Pictures). .54
 CBT Composite (Picture Exchange + Social Translations). .71
 CGA Mental Ability Tests. .61

Check List Review. .189
 Chemical Operators Selection Test—
 Chemical Process Flow Sheet. .181
 Graphs. .181
 Judgment and Comprehension. .181
 Physical Principles. .161
 Tables. .161
 Total. .181
 Chemistry Achievement Test for Chem Study or Equivalent. .161
 Chicago Non-Verbal Examination—Verbal Direction. .61
 Choice Motivator Scale. .205
 Classroom Behavior Inventory
 Academic Ability. .67,
 Academic Interest. .139
 Academic Seriousness. .135
 Achievement Orientation. .135
 Active Helpfulness. .126
 Argumentativeness. .147
 Asocial. .143
 Assertiveness. .114,
 Attention Seeking. .95
 Attentioness. .136
 Belligerence. .121
 Boastfulness. .130
 Cheerfulness. .95
 Competitiveness. .136
 Compliance. .139
 Concentration. .136
 Conformity. .114
 Conscientiousness. .103
 Considerateness. .147
 Cooperativeness. .126
 Cruelty. .126
 Daydreaming. .103
 Decisiveness. .108
 Dependence. .114
 Depression. .95
 Destructiveness. .147
 Distractibility. .103
 Distrustfulness. .121
 Dominance. .114
 Emotional Passivity. .95
 Enthusiasm. .139
 Fatigue. .108
 Friendliness to Teacher. .140
 Generosity. .121
 Gregariousness. .121

Hyperactivity . . . 95
 Hypersensitivity . . . 95
 Impulsiveness . . . 103
 Inappropriate Talkativeness . . . 140
 Independence . . . 114
 Inquisitiveness . . . 108
 Intellectual Passivity . . . 108
 Irritability . . . 95
 Kindness . . . 126
 Leadership . . . 114
 Low Self Esteem . . . 130
 Methodicalness . . . 103
 Over-Carefulness . . . 103
 Perseverance . . . 136
 Quarrelsomeness . . . 143
 Rapid Response . . . 108
 Resentfulness . . . 143
 Resourcefulness . . . 108
 Rigidity . . . 108
 Self Confidence . . . 130
 Self Consciousness . . . 96
 Slow Tempo . . . 108
 Submissiveness . . . 115
 Tenseness . . . 96
 Unruliness . . . 148
 Verbal Expressiveness . . . 115
 Withdrawal . . . 115
 Work Fluctuation . . . 136
 Worrier . . . 96
 Clerical Aptitude Test . . . 189
 Clerical Skills Series
 Alphabetizing-Filing . . . 189
 Arithmetic . . . 73
 Clerical Speed and Accuracy . . . 189
 Coding . . . 56
 Eye-Hand Accuracy . . . 262
 Grammar and Punctuation . . . 22
 Spelling . . . 16
 Spelling-Vocabulary . . . 16
 Vocabulary . . . 46
 Word Fluency . . . 46
 Clerical Tests
 Addition and Multiplication . . . 197
 Comparing Names and Numbers . . . 189
 Copying Names . . . 56
 Copying Numbers . . . 56
 Grammar . . . 22

Spelling . . . 16
 Typewriting Ability . . . 176
 Vocabulary . . . 46
 Closure Flexibility . . . 46
 Closure Speed (Gestalt Completion) . . . 46
 Cognitive Abilities Test: Level G
 Non-Verbal Battery . . . 61
 Quantitative Battery . . . 72
 Verbal Battery . . . 61
 Cognitive Abilities Test: Level H
 Non-Verbal Battery . . . 61
 Quantitative Battery . . . 72
 Verbal Battery . . . 61
 College English Placement Test
 Part I . . . 25
 Part II . . . 26
 College Planning Test
 Composite . . . 46
 Math . . . 80
 Reading . . . 7
 Verbal . . . 46
 College Qualification Tests
 Information
 Science . . . 158
 Social Studies . . . 168
 Total . . . 168
 Numerical . . . 80
 Total . . . 46
 Verbal . . . 46
 Comprehensive English Language Test for Speakers of English as a
 Second Language
 Listening . . . 34
 Total . . . 32
 Vocabulary . . . 32
 Comprehensive Tests of Basic Skills: Level 4, Forms Q-R
 Arithmetic
 Applications . . . 74
 Computation . . . 74
 Concepts . . . 72
 Total . . . 74
 Language
 Expression . . . 22
 Mechanics . . . 22
 Spelling . . . 16
 Total . . . 22

Reading		Content Evaluation Series: The Office Information and Skills Test	
Comprehension..	.7	Error Location and Correction..	.189
Total..	.7	Office Information Questionnaire..	.176
Vocabulary..	.46	Timed Typewriting Test..	.176
Study Skills		Transcription Test..	.176
Total..	.172	Cooperative English Tests—Reading Comprehension	
Using Graphic Materials..	.172	English Expression..	.22
Using Reference Materials..	.14	Total English..	.7
Total Battery..	.72	Cooperative English Tests—Reading Comprehension	
Computer Programmer Aptitude Battery		Level of Comprehension..	.7
Diagramming..	.80	Speed of Comprehension..	.7
Letter Series..	.61	Total Reading Comprehension..	.7
Number Ability..	.197	Vocabulary..	.47
Reasoning..	.82	Cooperative French Listening Comprehension Test..	.34
Total..	.80	Cooperative Inter-American Tests—Tests of General Ability:	
Verbal Meaning..	.46	Advanced	
Comrey Personality Scales		Non-Verbal..	.61
Activity vs. Lack of Energy..	.108	Total..	.62
Emotional Stability vs. Neuroticism..	.96	Verbal..	.47
Empathy vs. Egocentrism..	.126	Cooperative Inter-American Tests—Tests of Language Usage: Active	
Extraversion vs. Introversion..	.115	Vocabulary and Expression	
Masculinity vs. Femininity..	.108	Active Vocabulary..	.47
Orderliness vs. Lack of Compulsion..	.103	Expression..	.25
Social Conformity vs. Rebelliousness..	.115	Total..	.47
Trust vs. Defensiveness..	.121	Cooperative Inter-American Tests—Tests of Natural Sciences:	
Connolly Occupational Interests Questionnaire		Vocabulary and Interpretation of Reading Materials	
Group E..	.230	Interpretation..	.7
Group F..	.214	Total..	.7
Group G..	.214	Vocabulary..	.163
Group H..	.247	Cooperative Inter-American Tests—Tests of Reading: Advanced	
Group J..	.247	Comprehension..	.7
Group K..	.253	Total..	.7
Group L..	.207	Vocabulary..	.47
Consequences		Cooperative Inter-American Tests—Tests of Social Studies:	
Ideational Fluency..	.68	Vocabulary and Interpretation of Reading Materials	
Originality..	.67	Interpretation..	.7
Contact Personality Factor..	.121	Total..	.47
Contemporary Mathematics Test, Advanced (Senior High)..	.78	Vocabulary..	.47
Content Evaluation Series: Agribusiness Achievement Test		Cooperative Latin Test—Advanced Form	
Animal Science..	.173	Grammar..	.32
Management..	.173	Reading..	.33
Mechanics..	.173	Total..	.32
Plant and Animal Science..	.173	Vocabulary..	.32
Content Evaluation Series: Modern Algebra Test..	.80	Cooperative Latin Test—Elementary Form	
Content Evaluation Series: Modern Economics Test..	.167	Grammar..	.33
Content Evaluation Series: Modern Geometry Test..	.85	Reading..	.33
		Total..	.32
		Vocabulary..	.32

Cooperative Literature Tests

A Tale of Two Cities. . . 28
Great Expectations. . . 28
Hamlet. . . 28
Huckleberry Finn. . . 28
Julius Caesar. . . 28
Macbeth. . . 28
Moby Dick. . . 28
Oedipus the King. . . 28
Our Town. . . 28
Pride and Prejudice. . . 28
Pygmalion. . . 28
Silas Marner. . . 28
The Bridge of San Luis Rey. . . 28
The Merchant of Venice. . . 29
The Odyssey. . . 29
The Old Man and the Sea. . . 29
The Red Badge of Courage. . . 29
The Return of the Native. . . 29
The Scarlet Letter. . . 29
Cooperative Mathematics Tests
Algebra II. . . 80
Algebra III. . . 80
Analytic Geometry. . . 87
Calculus. . . 87
Geometry
Part I. . . 84
Total. . . 84
Trigonometry. . . 85
Biology
Part I. . . 160
Part II. . . 159
Total. . . 158
Chemistry
Part I. . . 161
Part II. . . 163
total. . . 161
Physics
Part I. . . 163
Part II. . . 163
Total. . . 163
Cooperative Social Studies Tests
American Government. . . 168
American History—Senior High School. . . 170
Modern European History. . . 169
Problems of Democracy. . . 168
World History. . . 169

294

Cooperative Topical Tests in American History

Development of Industrial America. . . 170
Expansion, Civil War, and Reconstruction, 1840-1877. . . 170
Exploration, Colonization, and Independence, 1450-1783. . . 170
Foundations of American Government, 1781-1801. . . 170
Growth of Nationalism and Democracy, 1801-1840. . . 170
Imperialism, Domestic Reform, and the First World War, 1898-1920. . . 171
Prosperity, Depression, and the New Deal, 1920-1940. . . 171
Second World War and After. . . 171
COPE (Coping Operations Preference Enquiry)
Denial. . . 103
Isolation. . . 104
Projection. . . 104
Regression. . . 104
Turning-Against-The Self. . . 104
Cornell Conditional Reasoning Test. . . 70
Cornell Critical Thinking Test, Level X. . . 70
Cornell Critical Thinking Test, Level Z. . . 70
Correct Spelling. . . 16
CPI. . . see California Psychological Inventory
Crary American History Test. . . 171
Drawford Small Parts Dexterity Test
Pins and Collars. . . 264
Screws. . . 264
CREE Questionnaire. . . 198
Cross Reference Test. . . 197
Crowley Occupational Interests Blank
Part I
Active-Outdoor—Boys. . . 242
Active-Outdoor—Girls. . . 242
Artistic—Boys. . . 247
Artistic—Girls. . . 247
Office—Boys. . . 253
Office—Girls. . . 253
Practical—Boys. . . 207
Practical—Girls. . . 207
Social—Boys. . . 214
Social—Girls. . . 214
Part 2
Companionship. . . 202
Financial Gain. . . 136
Interest. . . 202
Stability—Security. . . 202
Working Conditions. . . 202
CTBS. . . see Comprehensive Tests of Basic Skills
CTMM. . . see California Test of Mental Maturity

334

Culture Fair Intelligence Test.. see Test of "g" Culture Fair
Culture Shock Test

Behavioral Flex. .108

Cognitive Flex. .108

Cultural Behavior—General. .37

Cultural Knowledge—General. .37

Cultural Knowledge—Specific. .37

Experience. .38

Interpersonal Sensitivity. .143

Lack of Western Ethnocentrism. .38

Cummings and World History Test. .169

Curiosity Inventory. .109

Curtis Completion Form. .96

Curtis Interest Scale

Applied Arts. .247

Business. .253

Computation. .253

Desire for Responsibility. .201

Direct Sales. .214

Entertainment. .214

Farming. .242

Interpersonal. .214

Mechanics. .207

Production. .207

Science. .230

Curtis Verbal-Clerical Skills Tests

Capacity. .62

Checking. .189

Comprehension. .47

Computation. .197

D48 Test. . see Under DF

Dailey Vocational Tests: Business English Test. .22

Dailey Vocational Tests: Spatial Visualization Test. .193

Dailey Vocational Tests: Technical and Scholastic Test

Algebra. .82

Arithmetic. .74

Electrical (Technical). .183

Electricity. .182

Electronics. .183

Mechanical. .74

Mechanics. .83

Scholastic. .74

Sciences. .163

Total. .183

Vocabulary. .47

DAP Blank. .1

DAT. . see Differential Aptitude Tests

Davis Reading Tests: Series 1

Level of Comprehension. .7

Speed of Comprehension. .7

Davis Reading Test: Series 2

Level of Comprehension. .8

Speed of Comprehension. .8

Decorations. .68

Demos D-Scale

Attitudes toward Education. .140

Attitudes toward Teachers. .140

Influences by Peers and Parents. .121

School Behavior. .140

Total. .140

Depression Adjective Check List. .96

Design Judgment Test. .2

Detroit General Aptitudes Examination

Alphabetizing. .189

Arithmetic. .74

Analogies. .62

Circles. .262

Classification. .189

Clerical Aptitude

Educational. .189

Motor. .262

Total. .189

Visual Imagery. .189

Disarranged Pictures. .193

Handwriting. .26

Information. .47

Intelligence

Language. .44

Motor. .189

Non-Language. .193

Total. .44

Visual Imagery. .193

Likenesses and Differences. .189

Mechanical Aptitude

Educational. .74

Mechanical Information. .47

Motor. .189

Total. .193

Visual Imagery. .193

Opposites. .47

Pulleys. .193

Reading. .55

Sizes. .260

Spelling. . .	16
Tool Information. . .	47
Tool Recognition. . .	47
Detroit Retail Selling Inventory	
Arithmetic. . .	197
Checking. . .	190
Intelligence. . .	47
Personality. . .	214
Total Score. . .	214
Detroit Tests of Learning Aptitude	
Auditory Attention Span for Related Syllables. . .	57
Auditory Attention Span for Unrelated words. . .	56
Disarranged Pictures. . .	193
Free Association. . .	47
Likenesses and Differences. . .	62
Memory for Designs. . .	1
Motor Speed and Precision. . .	262
Number Ability. . .	74
Oral Commissions. . .	57
Oral Directions. . .	56
Orientation. . .	47
Pictorial Absurdities. . .	70
Pictorial Opposites. . .	70
Social Adjustment A. . .	71
Social Adjustment B. . .	47
Verbal Absurdities. . .	70
Verbal Opposites. . .	48
Visual Attention Span for Letters. . .	56
Visual Attention Span for Objects. . .	56
DF Opinion Survey	
Adventure vs. Security. . .	109
Aesthetic Appreciation. . .	2
Cultural Conformity. . .	109
Liking for Thinking. . .	230
Need for Attention. . .	130
Need for Diversion. . .	109
Need for Freedom. . .	115
Need for Precision. . .	207
Realistic Thinking. . .	104
Self-Reliance vs. Dependence. . .	115
D48 Test. . .	62
Diagnostic Physics Tests	
Atomic Models. . .	166
Behavior of Light. . .	166
Electricity. . .	166
Electromagnetic Effects. . .	166
Energy. . .	164

Momentum. . .	164
Motion in Gravitational Fields. . .	164
Particles and Waves. . .	166
Diagnostic Reading Tests: Section I, Vocabulary (Revised)	
Total. . .	48
Vocabulary of English Grammar and Literature. . .	48
Vocabulary of Mathematics. . .	48
Vocabulary of Science. . .	48
Vocabulary of Social Studies. . .	48
Diagnostic Reading Tests: Section II, Comprehension, Silent and Auditory	
Method of Administration 1. . .	8
Method of Administration 2. . .	8
Diagnostic Reading Tests: Section III, Rates of Reading	
Rate of Reading—Speeded. . .	8
Rate of Reading—Unspeeded. . .	8
Story Comprehension—Speeded. . .	8
Story Comprehension—Unspeeded. . .	8
Diagnostic Reading Tests: Section IV, Word Attack	
Oral—Paragraphs. . .	18
Oral—Word Lists. . .	18
Silent—Sounds. . .	19
Silent—Syllabication. . .	16
Silent—Total. . .	19
Diagnostic Reading Tests: Survey Section, Upper Level	
Comprehension. . .	8
Story Comprehension. . .	8
Total. . .	48
Vocabulary. . .	48
Words Per Minute. . .	8
Diagnostic Spelling Test. . .	16
Diagnostic Test	
Capitalization and Punctuation. . .	22
Joining Parts of the Sentence. . .	25
Parts of Speech. . .	20
Parts of the Sentence. . .	22
Diagnostic Test in Basic Algebra. . .	82
Diagnostic Tests and Self-Helps in Arithmetic	
Addition Facts. . .	74
Addition of Decimals. . .	74
Addition of Like Fractions. . .	74
Addition of Unlike Fractions. . .	74
Addition of Whole Numbers. . .	74
Division by One-Place Numbers. . .	74
Division by Two-Place Numbers. . .	74
Division by Two-Place Numbers (10A). . .	74
Division by Two-Place Numbers (10B). . .	74

- Division Facts. . . 74
- Division of Decimals. . . 75
- Division of Fractions. . . 75
- Multiplication Facts. . . 75
- Multiplication of Decimals. . . 75
- Multiplication of Fractions. . . 75
- Multiplication of Whole Numbers. . . 75
- Operations with Measures. . . 79
- Per Cent (22A). . . 75
- Per Cent (22B). . . 75
- Regrouping Fractions. . . 75
- Screening Test in Arithmetic. . . 75
- Subtraction Facts. . . 75
- Subtraction of Decimals. . . 75
- Subtraction of Like Fractions. . . 75
- Subtraction of Unlike Fractions (15A). . . 75
- Subtraction of Unlike Fractions (15B). . . 75
- Subtraction of Whole Numbers. . . 75
- Uneven Division Facts. . . 75
- Diagnostic Tests in English Composition
 - Capitalization. . . 22
 - Grammar. . . 22
 - Punctuation. . . 22
 - Sentence Structure. . . 25
- Differential Aptitude Tests
 - Abstract Reasoning. . . 62
 - Clerical Speed and Accuracy. . . 190
 - Language Usage Part I: Spelling. . . 16
 - Language Usage Part II: Grammar. . . 22
 - Mechanical Reasoning. . . 164
 - Numerical Ability. . . 75
 - Space Relations. . . 193
 - Verbal Reasoning. . . 62
 - VR + NA: Scholastic Aptitude. . . 62
- Differential Value Profile
 - Aesthetic. . . 2
 - Humanitarian. . . 126
 - Intellectual. . . 140
 - Material. . . 104
 - Power. . . 115
 - Religious. . . 151
- Dimensions of Temperament
 - Accepting—Critical. . . 121
 - Active—Lethargic. . . 109
 - Ascendant—Withdrawing. . . 115
 - Cheerful—Gloomy. . . 96
 - Impulsive—Placid. . . 109
- Placid—Irritable. . . 96
- Reflective—Practical. . . 109
- Responsible—Casual. . . 104
- Sociable—Solitary. . . 121
- Tough-Minded—Tender-Minded. . . 104
- Dimock I Inventory
 - A Scale. . . 115
 - FN Scale. . . 115
 - total. . . 115
 - YN Scale. . . 115
- Dominion Group Test of Learning Capacity: Advanced. . . 62
- Drake Musical Aptitude Tests
 - Musical Memory. . . 81
 - Rhythm. . . 87
- Draw A Person Blank. (see DAP Blank)
- Driver Attitude Survey
 - Accident. . . 109
 - Alcohol. . . 96
 - Deviance. . . 3
 - Faking. . . 104
 - "Misses". . . 109
 - Personal Relations. . . 121
 - Violation. . . 109
- Drug I.Q. Test
 - Dependence and Treatment. . . 40
 - Drug "Argot" and Drug Facts. . . 40
 - Nature and Effects. . . 40
 - Total. . . 40
 - Use Reasons and Control Laws. . . 40
- Drug Knowledge Inventory. . . 40
- Dubins Earth Science Test. . . 162
- Dunning-Ables Physics Test. . . 164
- Educational Development Series: Senior Level
 - Basic Skills. . . 8
 - Composite Score. . . 62
 - English. . . 23
 - Mathematics. . . 72
 - My Career Plans. . . 205
 - My Favorite School Subjects. . . 140
 - My School Plans. . . 140
 - Non-Verbal Reasoning. . . 62
 - Reading. . . 8
 - Science. . . 172
 - Solving Everyday Problems. . . 173
 - The U.S.A. in the world. . . 171

Total Ability..	62
Verbal Reasoning..	62
Educational Interest Inventory, Form A	
Agriculture..	230
Business Administration..	230
Earth Science..	230
Engineering..	230
Industrial Arts..	208
Educational Interest Inventory, Forms A, B	
Art..	247
Botany..	230
Chemistry..	230
Communication..	230
Economics..	230
Education..	230
History and Political Science..	230
Literature..	230
Mathematics..	231
Music..	247
Physics..	231
Psychology..	214
Sociology..	214
Zoology..	231
Educational Interest Inventory, Form B	
Home Economics..	214
Library Arts..	230
Nursing..	214
Secretarial Arts..	253
Educational Skills Tests: College Edition	
Composite..	8
English	
Comprehension I..	55
Comprehension II..	8
Mechanics of Writing..	23
Organization of ideas..	25
Sounds..	19
Total..	8
Mathematics	
Basic Information..	84
Computation..	80
Problem Analysis..	76
Total..	80
Edwards Personality Inventory	
Absentminded..	104
Active..	109
Anxious About His Performance..	136
Articulate..	115

298

Assumes Responsibility..	115
Avoids Arguments..	115
Avoids Facing Problems..	104
Becomes Angry..	96
Carefree..	96
Careful About His Possessions..	126
Competitive..	136
Conceals His Feelings..	96
Conforms..	115
Considerate..	126
Cooperative..	115
Critical of Others..	127
Dependent..	116
Desires Recognition..	136
Easily Influenced..	116
Enjoys Being the Center of Attention..	116
Feels Misunderstood..	121
Feels Superior..	130
Has Cultural Interests..	247
Helps Others..	127
Impressed by Status..	136
Independent in His Opinions..	116
Informed About Current Affairs..	109
Intellectually Oriented..	109
Interested in the Behavior of Others..	143
Is a Hard Worker..	136
Is a Leader..	116
Is a Perfectionist..	104
Kind to Others..	127
Likes a Set Routine..	109
Likes to be Alone..	122
Logical..	109
Makes Friends Easily..	122
Motivated to Succeed..	136
Neat in Dress..	104
Persistent..	136
Plans and Organizes Things..	104
Plans Work Efficiently..	104
Seeks New Experiences..	109
Self-Centered..	127
Self-Confident..	116
Self-Critical..	130
Sensitive to Criticism..	96
Shy..	116
Talks About Himself..	122
Understands Himself..	130
Virtuous..	104

299

Wants Sympathy..	127
Worries About Making a Good Impression on Others..	96
Effective Study Test	
Examination Behavior..	14
Reading Behavior..	14
Reality Orientation..	14
Study Organization..	14
Total Study Effectiveness..	14
Writing Behavior..	14
Ego-Ideal and Conscience Development Test	
Community Relations..	71
Economic Sufficiency..	71
Home and Family..	71
Inner Development..	71
Romance and Psychosexual..	71
Rules and Law..	71
School and Education..	71
Self-Actualization..	71
Total..	71
Ego Strength Q-Sort Test	
Ego Status..	130
Goal Setting and Striving..	136
Good Mental Health..	96
Physical Status..	96
Social Status..	122
Total Ego Strength..	96
Electrical Sophistication Test..	182
Elias Family Opinion Survey	
Attitudes toward Father..	144
Attitudes toward Mother..	144
Family Inferiority-Superiority..	144
Father-Mother Attitude Quotient..	144
Interparental Friction-Harmony..	144
Oedipal..	144
Parent-Child Friction-Harmony..	144
Parental Qualities..	144
Rejection of Child..	144
Struggle for Independence..	144
Total Test..	144
Embedded Figures Test..	194
Empathy Test..	148
Employee Aptitude Survey	
Manual Speed and Accuracy..	262
Numerical Ability..	197
Numerical Reasoning..	62
Space Visualization..	194
Symbolic Reasoning..	62

Verbal Comprehension..	48
Verbal Reasoning..	62
Visual Pursuit..	260
Visual Speed and Accuracy..	190
Word Fluency..	68
Employee Survey	
Communications..	203
Company Image..	203
Financial Rewards..	203
Psychological Satisfaction..	203
View of Supervision..	203
View of Upper Management..	203
Work Relationships..	203
Working Conditions..	202
Employment Inventory III	
Nonverbal..	194
Numerical..	197
Total..	188
Verbal..	48
Emporia American History Test	
Test I..	171
Test II..	171
Emporia Biology Test	
Test I..	158
Test II..	158
Emporia Chemistry Test	
Test I..	161
Test II..	161
Emporia Clothing Test..	42
Emporia First Year Latin Test	
Test I..	33
Test II..	33
Emporia General Science Test	
Test I..	162
Test II..	164
Emporia High School Health Test..	160
Emporia Industrial Arts Test..	43
Emporia Physics Test	
Test I..	164
Test II..	164
Emporia Second Year Latin Test	
Test I..	33
Test II..	33
Engineering and Physical Science Aptitude Test	
Arithmetic Reasoning..	197
Formulation..	82
Mathematics..	82

Mechanical Comprehension..	165
Physical Science Comprehension..	164
Total Score..	182
Verbal Comprehension..	48
English Knowledge and Comprehension Test	
Part I..	23
Part II..	8

English Literature Anthology Test	
Beginnings of English Literature..	29
Eighteenth Century..	29
Elizabethan Period..	29
English Novel..	29
Final Examination..	29
Puritan Period..	29
Romantic Period..	29
Twentieth Century..	29
Victorian Period..	29

English Minimum Essentials Test	
Grammatical Correctness..	20
Inflection and Accent..	20
Punctuation and Capitalization..	23
Sentence and Its Parts..	20
Sentence Sense..	26
Spelling..	16
Total Score..	20
Vocabulary..	48

ERB Mathematics Tests	
Analytical Geometry Test..	87
Introductory Calculus..	87
Probability and Statistics..	86
ERB Modern Second Year Algebra Test..	80
ESCP Test of Science Knowledge	
Factual Information..	163
Principles..	163
Total..	162

Essentials of English Tests	
Grammatical Usage..	23
Punctuation and Capitalization..	23
Sentence Structure..	26
Spelling..	16
Total..	20
Word Usage..	20
Evaluation Aptitude Test	
Index of Discrepancy..	58
Index of Indecision..	58
Part A..	59
Part B..	59

Total..	59
Every Pupil Achievement Test	
Typewriting I..	176
Typewriting II..	176
Examination in Automotive Mechanics..	44
Examination in Carpentry..	183
Examination in Machine Shop Practice..	43
Examination in Mechanical Design and Construction..	183
Examination in Technical Electricity and Electronics..	43
Examination in Trade Electricity and Industrial Electronics..	43
Examining for Aphasia..	48
Expression Grouping..	62
Expressional Fluency..	68
Eysenck Personality Inventory	
Extraversion—Introversion..	109
Neuroticism..	96

FACT.. see Flanagan Aptitude Classification Test	
Factorial Interest Blank	
Aesthetic..	247
Entertainment..	214
Humanitarian..	214
Literate..	231
Physical..	242
Rural-Practical..	242
Scientific-Mechanical..	231
Sociable..	214

Famous Sayings	
Conventional Mores..	116
Fear of Failure..	136
Hostility..	122
Social Acquiescences..	109
Fiesenheiser Test of Ability to Read Drawings..	43
FIRO-B	
Affection	
Expressed Behavior..	122
Wanted Behavior..	122
Control	
Expressed Behavior..	116
Wanted Behavior..	116
Inclusion	
Expressed Behavior..	122
Wanted Behavior..	122
FIRO-F	
Affection	
Expressed Feeling..	122
Wanted Feeling..	122

Control	
Expressed Feeling..	.122
Wanted Feeling..	.130
Inclusion	
Expressed Feeling..	.122
Wanted Feeling..	.122
First Year French Test..	.33
First Year Spanish Test..	.33
Fisher-Logemann Test of Articulation Competence	
Picture Test..	.19
Sentence Test..	.19
Five Task Test	
Ball and Field Task..	.70
Emotionality Score..	.97
Projective Cut-out Task..	.97
Quality Score..	.91
Flags: A Test of Space Thinking..	.194
Flanagan Aptitude Classification Tests	
Arithmetic..	.197
Assembly..	.194
Coding..	.190
Components..	.194
Coordination..	.262
Expression..	.23
Inspection..	.260
Judgment and Comprehension..	.8
Mechanics..	.182
Memory..	.56
Patterns..	.262
Precision..	.262
Scales..	.182
Tables..	.190
Flanagan Industrial Tests	
Arithmetic..	.197
Assembly..	.194
Components..	.261
Coordination..	.262
Electronics..	.182
Expression..	.23
Ingenuity..	.67
Inspection..	.261
Judgment and Comprehension..	.9
Mathematics and Reasoning..	.79
Mechanics..	.182
Memory..	.56
Patterns..	.262
Planning..	.199
Precision..	.262
Scales..	.172
Tables..	.190
Vocabulary..	.48
Football Skills Test	
Ball Changing Zigzag Run..	.156
Blocking..	.157
Catching the Forward Pass..	.157
Dodging Run..	.157
50-Yard Dash with Football..	.157
Football Punt for Distance..	.157
Forward Pass for Accuracy..	.157
Forward Pass for Distance..	.157
Kick-Off..	.157
Pull-Out..	.157
Forty-Eight Item Counseling Evaluation Test: Revised	
Anxiety-Tension-Stress..	.97
Compulsive-Obsessive-Rigid Behavior..	.104
Depressive-Defeatist Thoughts and Feelings..	.97
Friendship—Socialization..	.122
Goals: Religious-Philosophical..	.130
Inadequacy: Feelings and Behavior..	.130
Total..	.97
Foster Mazes, A and B..	.264
Fowler-Parmenter Self-Scoring Interest Record	
Artistic..	.247
Clerical..	.253
Managerial..	.214
Musical..	.247
Numerical..	.231
Operative..	.208
Outdoor..	.242
Persuasive..	.214
Scientific..	.231
Skilled Mechanical..	.208
Social Service..	.215
Verbal..	.231
Fractured English Drill..	.9
Full Range Picture Vocabulary Test..	.48
Functional Grammar Test..	.23
Fundamental Achievement Series	
Numerical..	.76
Verbal..	.48
Verbal + Numerical..	.76
Fundamentals Evaluation Test	
History and Social Studies..	.168
Mathematics..	.80

Reading
Comprehension. .29
Vocabulary. .48
Science. .464
Total Average. .48

Capadoc Reading Comprehension. .49
Gates-MacGinire Reading Tests—Survey F

Comprehension. .9

Speed and Accuracy. .9

Vocabulary. .49

Gates-McKillop Reading Diagnostic Tests

Oral Reading. .19

Oral Vocabulary. .49

Spelling. .16

Geist Picture Interest Inventory: Female

Artistic. .247

Clerical. .253

Computational. .231

Dramatic. .247

Literary. .231

Mechanical. .208

Musical. .247

Outdoor. .242

Personal Service. .215

Persuasive. .215

Scientific. .231

Social Service. .215

Geist Picture Interest Inventory: Male

Artistic. .247

Clerical. .253

Computational. .231

Dramatic. .248

Literary. .231

Mechanical. .208

Musical. .248

Outdoor. .243

Persuasive. .215

Scientific. .231

Social Service. .215

General Clerical Ability Test. .190

General Clerical Test

Clerical. .190

Numerical. .194

Total. .190

Verbal. .16

General Drafting: A Comprehensive Examination. .183

302

General Employment Review

Mathematics. .76

Perception and General Knowledge. .62

Total. .76

Vocabulary. .49

General Mental Ability Test. .63

General Science Test. .164

General Science Test for Prospective Nurses. .160

Gilliland Learning Potential Examination

General Information. .49

Listening Comprehension. .57

Non-Reading Total. .63

Picture Completion. .49

Quick Score. .63

Reading Interest Areas. .49

Relationships. .63

Symbol Identification. .56

Symbol Interpretation. .63

Symbolic Representation. .63

Total. .63

Visual Memory. .56

Goldman-Fristoe Test of Articulation

Sounds-in-Sentences. .19

Sounds-in-Words. .19

Syllable Stimulability. .19

Goldman-Fristoe Woodcock Test of Auditory Discrimination

Noise Subtest. .258

Quiet Subtest. .258

Gordon Occupational Check List

Arts. .248

Business. .253

Outdoor. .243

Service. .215

Technology. .208

Gordon Personal Inventory

Cautiousness. .110

Original Thinking. .110

Personal Relations. .122

Vigor. .110

Gordon Personal Profile

Ascendancy. .116

Emotional Stability. .97

Responsibility. .104

Sociability. .122

Graded Arithmetic—Mathematics Test, Decimal Currency

Edition. .76

Grammar and Sentence Construction, Final Examination. .23

Grammar and Usage Test Series

Final Examination (Senior High) . . . 20

Parts of Speech (Senior High) . . . 20

Plurals and Possessives (Senior High) . . . 16

Pronoun Usage (Senior High) . . . 21

Punctuation (Senior High) . . . 23

Verbals (Senior High) . . . 21

Word Usage (Senior High) . . . 17

Gray Oral Reading Test . . . 19

Gregory Academic Interest Inventory

Agriculture . . . 243

Architecture . . . 231

Biological Sciences . . . 231

Business Administration . . . 231

Chemistry . . . 231

Civil Engineering . . . 232

Commercial Arts . . . 253

Electrical Engineering . . . 232

Elementary Education . . . 232

English . . . 232

Fine Arts . . . 248

Geology . . . 232

History . . . 232

Home Economics . . . 257

Journalism . . . 232

Languages . . . 232

Mathematics . . . 232

Mechanical Engineering . . . 232

Military Science . . . 232

Music . . . 248

Physical Education . . . 232

Physics . . . 232

Psychology . . . 232

Public Service Engineer . . . 232

Religion . . . 232

Secondary Education . . . 232

Sociology . . . 232

Speech . . . 233

Group Personality Projective Test

Affiliation . . . 122

Neuroticism . . . 116

Nurturance . . . 123

Succorance . . . 123

Tension Reduction Quotient . . . 97

Total . . . 97

Withdrawal . . . 105

Guilford-Holley L Inventory

Aggressiveness . . . 116

Ambition . . . 136

Benevolence . . . 127

Discipline . . . 116

Meticulousness . . . 105

Social Introversion—Extraversion . . . 116

Guilford-Martin Inventory of Factors GAMIN

Ascendancy—Submission . . . 116

General Activity . . . 110

Inferiority Feelings . . . 130

Masculinity—Femininity . . . 130

Nervousness . . . 97

Guilford-Martin Personnel Inventory

Agreeableness . . . 116

Cooperativeness . . . 127

Objectivity . . . 130

Guilford-Shneidman-Zimmerman Interest Survey

Artistic: Appreciative

Hobby . . . 248

Vocation . . . 248

Artistic: Expressive

Hobby . . . 248

Vocation . . . 248

Business-Political: Leadership

Hobby . . . 215

Vocation . . . 215

Business-Political: Mercantile

Hobby . . . 233

Vocation . . . 233

Linguistic: Appreciative

Hobby . . . 31

Vocation . . . 233

Linguistic: Expressive

Hobby . . . 233

Vocation . . . 233

Mechanical: Designing

Hobby . . . 208

Vocation . . . 208

Mechanical: Manipulative

Hobby . . . 208

Vocation . . . 208

Office Work: Clerical

Hobby . . . 254

Vocation . . . 254

Office Work: Numerical

Hobby . . . 254

Vocation . . . 254

Outdoor: Athletic

Hobby. . 243

Vocation. . 243

Outdoor: Natural

Hobby. . 243

Vocation. . 243

Personal Assistance: Personal Service

Hobby. . 215

Vocation. . 215

Personal Assistance: Social Welfare

Hobby. . 215

Vocation. . 215

Scientific: Investigatory

Hobby. . 233

Vocation. . 233

Scientific: Theoretical

Hobby. . 233

Vocation. . 233

Social Activity: Gregarious

Hobby. . 123

Vocation. . 215

Social Activity: Persuasive

Hobby. . 215

Vocation. . 215

Guilford-Zimmerman Aptitude Survey

General Reasoning. . 76

Mechanical Knowledge. . 183

Numerical Operations. . 76

Perceptual Speed. . 261

Spatial Orientation. . 194

Spatial Visualization. . 194

Verbal Comprehension. . 49

Guilford-Zimmerman Interest Inventory

Aesthetic. . 248

Clerical. . 254

Creative. . 233

Leadership. . 215

Literary. . 248

Mechanical. . 208

Mercantile. . 233

Natural. . 243

Scientific. . 233

Service. . 215

Guilford-Zimmerman Temperament Survey

Ascendancy. . 116

Emotional Stability. . 97

Friendliness. . 117

304

General Activity. . 110

Masculinity. . 130

Objectivity. . 130

Personal Relations. . 127

Restraint. . 110

Sociability. . 117

Thoughtfulness. . 110

Hackman-Gaither Vocational Interest Inventory

Artistic. . 248

Business—Clerical. . 254

Business Contact. . 216

Health and Welfare. . 216

Mechanical. . 208

Outdoor. . 243

Scientific-Technical. . 208

Service. . 216

Hall Occupational Orientation Inventory

Aptitude Concern. . 205

Aspiration. . 201

Belongingness. . 203

Co-Worker Concern. . 203

Creativity, Independence. . 201

Data Orientation. . 233

Defensiveness. . 203

Environment Concern. . 202

Esteem. . 136

Information, Knowledge. . 233

Location Concern. . 243

Monetary Concern. . 204

People Orientation. . 216

Personal Satisfaction. . 130

Physical Abilities Concern. . 208

Qualifications Concern. . 201

Risk. . 202

Routine Dependence. . 202

Security. . 202

Self-Actualization. . 201

Things Orientation. . 208

Time Concern. . 202

Hamlet. . 29

Hand Test

Acquisition. . 110

Acting-Out Ratio. . 117

Active. . 110

Affection. . 123

Aggression. . 117

341

Average Initial Reaction Time. .105
 Bizarre. .97
 Communication. .123
 Crippled. .97
 Dependence. .117
 Description. .110
 Direction. .117
 Environmental. .110
 Exhibition. .117
 Experience Ratio. .117
 Failure. .97
 Fear. .97
 High Minus Low Score. .97
 Interpersonal. .117
 Maladjustive. .97
 Number of Responses. .105
 Passive. .110
 Pathological. .97
 Tension. .97
 Withdrawal. .98
 Harris Tests of Lateral Dominance
 Binocular Tests. .154
 Deafing Cards. .154
 Foot Dominance. .154
 Hand Preferences. .154
 Handwriting. .154
 Knowledge of Right and Left. .154
 Monocular Tests. .154
 Simultaneous Writing. .154
 Stereo Scopic Tests. .261
 Strength of Grip. .154
 Tapping. .154
 Health Behavior Inventory, Senior High Level
 Community Health. .41
 Dental Health. .38
 Drinking, Smoking, and Narcotics. .39
 Exercise, Rest, and Recreation. .152
 Family Health. .40
 Infection and Disease. .41
 Mental Health. .39
 Nutrition. .39
 Personal Health. .38
 Safety and First Aid. .41
 Total. .38
 Health Education Tests
 Application of Knowledge. .41
 Health in Home, School and Community. .38

Health Knowledge. .38
 Mental Health. .39
 Nutrition. .39
 Safety and First Aid. .42
 Henderson Analysis of Interest
 Accounting and Statistics. .233
 Art and Music. .248
 Biological Science. .233
 Business Service. .216
 Clerical. .254
 Engineering. .208
 Managerial. .216
 Manual. .208
 Mechanical. .208
 Persuasive. .216
 Physical Science. .233
 Social Science. .216
 Teaching. .234
 Writing. .248
 Henmon-Nelson Tests of Mental Maturity (9-12). .44
 Hiatt Diamond Jubilee Shorthand Test. .176
 Hiatt Simplified Shorthand Test. .176
 Hiring Manual
 Blocks. .194
 CPF. .117
 Dexterity. .264
 Dimension. .194
 Factory Terms. .184
 Fluency. .68
 Judgment. .63
 Memory. .56
 Motor. .264
 NPF. .98
 Numbers. .197
 Office Terms. .49
 Parts. .194
 Perception. .190
 Precision. .261
 Sales Terms. .173
 Tools. .182
 Hiskey-Nebraska Test of Learning Aptitude
 Block Patterns. .194
 Completion of Drawings. .49
 Memory for Digits. .56
 Picture Analogies. .63
 Puzzle Blocks. .194
 Spatial Reasoning. .194

Total Test. .194
 Visual Attention Span. .56
 Hollen-Thompson Group Hearing Test. .258
 Homes; Perfludex Tests
 Dex-Aim Test. .264
 Dex-Man Scale. .262
 Flu-Numb Test. .197
 Flu-Verb Test. .49
 Per-Numb Test. .190
 Per-Symb Test. .56
 Per-Verb Test. .190
 Hoskins-Sanders Literature Test
 Test I. .29
 Test II. .29
 House of the Seven Gables. .30
 How I See Myself Scale—Secondary Form
 Academic Adequacy. .130
 Autonomy. .131
 Boys—Social. .131
 Emotions. .98
 Girls—Social. .131
 Interpersonal Adequacy. .131
 Language Adequacy. .140
 Physical Adequacy. .131
 Physical Appearance. .131
 Teacher—School. .140
 How to Drive
 Test I. .4
 Test II. .4
 Test III. .4
 How to Drive Test
 Form A. .4
 Form B. .4
 Form C. .3
 Form D. .4
 How Well Do You Know Your Interests
 Adventure. .243
 Amusement; Appreciative. .234
 Amusement; Managerial. .248
 Amusement; Productive. .248
 Applied Chemistry. .234
 Arbitrative. .216
 Bargaining. .216
 Basic Biological Problems. .234
 Basic Chemical Problems. .234
 Basic Physical Problems. .234
 Basic Psychological Problems. .234

Business Management. .216
 Buyer. .216
 Clerical. .254
 Consistency. .105
 Disciplinary. .216
 Disputatious. .216
 Domestic Service. .257
 Farm or Ranch. .243
 Femininity. .205
 Gardening. .243
 Hunting. .243
 Labor Management. .216
 Literary; Appreciative. .234
 Literary; Productive. .248
 Machine Design. .209
 Machine Operation. .209
 Masculinity. .205
 Medical Service. .216
 Musical; Appreciative. .234
 Musical; Composing. .248
 Musical; Performing. .249
 Numerical. .254
 Nursing Service. .216
 One-Order Selling. .216
 Outside Selling. .217
 Persuasive. .217
 Philosophical. .234
 Power Seeking. .217
 Production Supervision. .217
 Propaganda. .217
 Repair and Construction. .209
 Retail Selling. .217
 Sales Complaints. .217
 Self-Aggrandizing. .217
 Selling Intangibles. .217
 Selling Real Estate. .217
 Social Service. .217
 Sports; Appreciative. .234
 Sports; Participative. .243
 Supervisory Initiative. .217
 Teaching Service. .217
 Unskilled Labor. .209
 Visual Art; Appreciative. .234
 Visual Art; Decorative. .249
 Visual Art; Productive. .249
 How Well Do You Know Yourself
 Ambitiousness. .110

Cooperativeness. .117
 Dejection. .98
 Dynamism. .110
 Emotional Control. .98
 General Morale. .98
 Hypercriticalness. .144
 Impulsiveness. .110
 Irritability. .98
 Nervousness. .98
 Novelty-Loving. .110
 Persistence. .136
 Practicality. .105
 Punctuality. .105
 Seriousness. .105
 Submissiveness. .117
 Test Objectivity. .123
 Vocational Assurance. .131
 Howell Geometry Test. .85
 Human Relations Inventory. .148
 Ideal Leader Behavior. .203
 Ideational Fluency. .68
 Idylls of the King. .30
 Illinois Algebra Test—Test I. .83
 Illinois Algebra Test—Test II. .83
 Illinois Index of Scholastic Aptitude. .49
 Illinois Ratings of Character in Physical Education
 Cooperation. .123
 Efficiency. .137
 Ethical Social Qualities. .157
 Leadership. .117
 Positive Mental Qualities. .110
 Positive Physical Qualities. .137
 Self-Control. .157
 Sociability. .123
 Social Action Standards. .157
 Total. .157
 Immediate Test. .49
 Indiana Physical Fitness Test for Boys and Girls. .154
 Individualized English, Set H. .23
 Diagnostic Test. .23
 Mastery Test. .23
 Industrial Training Classification Test. .79
 Information Test on Drugs and Drug Abuse. .40
 Information Test on Smoking and Health. .39
 Instruction Techniques Test. .200
 Inter-American Tests. see Cooperative Inter-American Tests or
 Test of Reading, Inter-American Series

Inter-Person Perception Test, Form AC. .71
 Interest-Preference Test for Prospective Nurses. .205
 Intermediate Battery
 Arithmetical Problems. .197
 Computation. .197
 Mental Alertness. .63
 Reading Comprehension. .9
 Spelling. .17
 Spot-the-Error
 Accuracy Score. .190
 Speed Score. .190
 Vocabulary. .49
 Intuitive Mechanics. .194
 Inventory No. 11. .58
 Inventory of Factors STDCR
 Cycloid Disposition. .98
 Depression. .98
 Rathymia. .110
 Thinking Introversion—Extraversion. .111
 Inventory of Vocational Interests
 Academic. .234
 Artistic. .249
 Business and Economics. .254
 Farm Agricultural. .243
 Mechanical. .209
 Sum of Two Major Scores. .205
 Iowa Silent Reading Tests—Level 2
 Directed Reading. .14
 Reading Comprehension. .9
 Reading Efficiency. .9
 Reading Power. .9
 Vocabulary. .49
 Iowa Silent Reading Tests: Level 3
 Reading Comprehension. .9
 Reading Efficiency. .9
 Reading Power. .9
 Vocabulary. .49
 Iowa Tests of Educational Development
 Composite. .5
 Language Arts
 Spelling. .17
 Total. .26
 Usage. .26
 Mathematics. .72
 Reading
 Comprehension. .9
 Total. .9

Science Background..	158
Social Studies Background..	172
Use of Sources..	14
Vocabulary..	49
Iowa Tests of Music Literacy, Level 1	
Composite..	.87
Rhythmic Concepts	
Aural Perception..	.91
Notational Understanding..	.87
Reading Recognition..	.87
Total..	.87
Tonal Concepts	
Aural Perception..	.87
Notational Understanding..	.88
Reading Recognition..	.88
Total..	.88
Iowa Tests of Music Literacy, Level 2	
Composite..	.88
Rhythmic Concepts	
Aural Perception..	.88
Notational Understanding..	.88
Reading Recognition..	.88
Total..	.88
Tonal Concepts	
Aural Perception..	.88
Notational Understanding..	.88
Reading Recognition..	.88
Total..	.88
Iowa Tests of Music Literacy, Level 3	
Composite..	.88
Rhythmic Concepts	
Aural Perception..	.88
Notational Understanding..	.88
Reading Recognition..	.88
Total..	.88
Tonal Concepts	
Aural Perception..	.88
Notational Understanding..	.89
Reading Recognition..	.89
Total..	.89
Iowa Tests of Music Literacy, Level 4	
Composite..	.89
Rhythmic Concepts	
Aural Perception..	.89
Notational Understanding..	.89
Reading Recognition..	.89
Total..	.89
Iowa Tests of Music Literacy, Level 5	
Composite..	.89
Rhythmic Concepts	
Aural Perception..	.89
Notational Understanding..	.89
Reading Recognition..	.89
Total..	.89
Tonal Concepts	
Aural Perception..	.89
Notational Understanding..	.90
Reading Recognition..	.90
Total..	.90
Iowa Tests of Music Literacy, Level 6	
Composite..	.90
Rhythmic Concepts	
Aural Perception..	.90
Notational Understanding..	.90
Reading Recognition..	.90
Total..	.90
Tonal Concepts	
Aural Perception..	.90
Notational Understanding..	.90
Reading Recognition..	.90
Total..	.90
IPAT 8-Form Battery	
Average Item Score..	.98
Sum of Subtest Scores..	.98
IPAT Humor Test	
Anxious Concern vs. Evasion of Responsibility..	.105
Anxious Considerateness vs. Debonair Sexual and General Uninhibitedness..	.111
Cheerful Independence vs. Mistreatment Humor..	.111
Compensation vs. Tough Self-Composure..	.127
Damaging Retort vs. Unexpected, Off-Beat Humor..	.127
Dry Wit vs. Good-Natured Play..	.127
Dulness vs. General Intelligence..	.127
Flirtatious Playfulness vs. Griesomeness..	.127
Impudent Defiance of Decency vs. Resignation..	.123
Neat, Light-Hearted Wit vs. Ponderous Humor..	.127
Rebound Against Feminine Aggression vs. Scorn of Ineffectual Male..	.111
Theatricalism vs. Cold Realism..	.111

Urbane Pleasantness vs. Hostile Derogation. .127
Total Anxiety Scale. .98
ITED. . see Iowa Tests of Educational Development

JASTAK Test

Arithmetic. .76
Capacity. .63
Coding. .190
Intelligence. .63
Language Factor. .63
Motivation Factor. .76
Number Series. .63
Picture Reasoning. .63
Psychomotor Factor. .188
Reality Factor. .63
Social Concept. .63
Space Completion. .195
Space Series. .63
Spelling. .17
Verbal Reasoning. .49
Vocabulary. .50
Jeness Behavior Checklist
Observer

Anger Control vs. Hypersensitivity. .98
Calmness vs. Anxiousness. .98
Conformity vs. Non-Conformity. .117
Considerateness vs. Inconsiderateness. .148
Effective Communication vs. Inarticulateness. .117
Enthusiasm vs. Depression. .98
Friendliness vs. Hostility. .117
Independence vs. Dependence. .117
Insight vs. Unawareness and Indecisiveness. .105
Rapport vs. Alienation. .123
Responsibility vs. Irresponsibility. .137
Sociability vs. Poor Peer Relations. .144
Social Control vs. Attention-Seeking. .148
Unobtrusiveness vs. Obtrusiveness. .148
Self Appraisal
Anger Control vs. Hypersensitivity. .98
Calmness vs. Anxiousness. .98
Conformity vs. Non-Conformity. .117
Considerateness vs. Inconsiderateness. .148
Effective Communication vs. Inarticulateness. .118
Enthusiasm vs. Depression. .99
Friendliness vs. Hostility. .118
Independence vs. Dependence. .118
Insight vs. Unawareness and Indecisiveness. .105

Rapport vs. Alienation. .123
Responsibility vs. Irresponsibility. .137
Sociability vs. Poor Peer Relations. .144
Social Control vs. Attention-Seeking. .148
Unobtrusiveness vs. Obtrusiveness. .148
Jeness Inventory
Alienation. .123
Autism. .131
Denial. .94
Immaturity. .111
Manifest Aggression. .127
Repression. .131
Social Anxiety. .144
Social Maladjustment. .94
Value Orientation. .94
Withdrawal. .99

Jewish History Achievement Test
JIM Scale: Student Questionnaire. .111
Journalism Test. .176
Julius Caesar. .30
Junior Eysenck Personality Inventory
Extraversion. .144
Lie Scale. .111
Neuroticism. .99

Junior Math Reasoning Test. .76
Junior-Senior High School Personality Questionnaire
Affected by Feelings vs. Emotionally Stable. .99
Disregards Rules vs. Conscientious. .105
Less Intelligent vs. More Intelligent. .64
Obedient vs. Assertive. .137
Relaxed vs. Tense. .99
Reserved vs. Warmhearted. .123
Self-Assured vs. Apprehensive. .131
Shy vs. Adventurous. .118
Sober vs. Enthusiastic. .111
Socially Group-Dependent vs. Self-Sufficient. .123
Tough-minded vs. Tender-minded. .111
Uncontrolled vs. Controlled. .105
Undemonstrative vs. Excitable. .118
Zestful vs. Circumspect Individualism. .123

K D Proneess Check List. .131
K D Proneess Scale. .131
Kahn Intelligence Tests: Experimental Form
Blind. .56
Concept Formation. .64
Main Scale. .64

Motor Coordination. .264
 Recall. .56
 Sign Language. .264
 Kahn Test of Symbol Arrangement. .59
 Kansas Mathematics Test (Revised)

Algebra. .82
 Arithmetic. .76

Kasani-Hanftan Concept Formation Test. .64
 Kent-Rosanoff Free Association Test. .99
 Kepner Mid-Year Algebra Achievement Test. .80
 Kilander-Leach Health Knowledge Test. .38
 Knauber Art Ability Test. .1
 Knuth Achievement Tests in Music: Recognition of Rhythm and Melody, Division 3. .90
 Kuder General Interest Survey

Artistic. .249

Clerical. .254

Computational. .254

Literary. .249

Mechanical. .209

Musical. .249

Outdoor. .243

Persuasive. .217

Scientific. .234

Social Service. .217

Kuder Occupational Interest Survey: College Major Scales, Men

Agriculture. .243

Animal Husbandry. .244

Architecture. .249

Art & Art Education. .249

Biological Sciences. .234

Business Accounting and Finance. .234

Business and Marketing. .234

Business Management. .217

Economics. .234

Elementary Education. .217

Engineering, Chemical. .235

Engineering, Civil. .235

Engineering, Electrical. .235

Engineering, Mechanical. .235

English. .235

Foreign Languages. .235

Forestry. .244

History. .235

Law (Grad School). .235

Mathematics. .235

Music & Music Education. .249

Physical Education. .209
 Physical Sciences. .235
 Political Science and Government. .235
 Prented, Pharm. & Dentistry. .235
 Psychology. .235
 Sociology. .235

U.S. Air Force Cadet. .235
 U.S. Military Cadet. .235

Kuder Occupational Interest Survey: College Major Scales, Women

Art & Art Education. .249

Biological Sciences. .235

Business Ed. & Commerce. .235

Drama. .249

Elementary Education. .236

English. .236

Foreign Languages. .236

General Social Sciences. .236

Health Professions. .236

History. .236

Home Economics Education. .236

Mathematics. .236

Music & Music Education. .249

Nursing. .217

Physical Education. .209

Psychology. .236

Political Science. .237

Sociology. .236

Teaching Sister, Catholic. .236

Kuder Occupational Interest Survey: Occupational Scales, Men

Accountant, Certified Public. .236

Architect. .249

Automobile Mechanic. .209

Automobile Salesman. .218

Banker. .218

Bookkeeper. .254

Bookstore Manager. .218

Bricklayer. .209

Building Contractor. .218

Buyer. .218

Carpenter. .209

Chemist. .236

Clothier, Retail. .218

Computer Programmer. .236

Counselor, High School. .218

County Agricultural Agent. .244

Dentist. .209

Electrician. .209

Engineer, Civil. . 236
 Engineer, Electrical. . 236
 Engineer, Heating/Air Conditioning. . 236
 Engineer, Industrial. . 236
 Engineer, Mechanical. . 237
 Engineer, Mining and Metal. . 237
 Farmer. . 209
 Florist. . 249
 Forester. . 244
 Insurance Agent. . 218
 Interior Decorator. . 249.
 Journalist. . 237
 Lawyer. . 237
 Librarian. . 218
 Machinist. . 209
 Math Teacher, High School. . 218
 Mathematician. . 237
 Meteorologist. . 237
 Minister. . 218
 Nurseryman. . 244
 Optometrist. . 237
 Osteopath. . 237
 Painter, House. . 209
 Pediatrician. . 218
 Personnel Manager. . 218
 Pharmaceutical Salesman. . 218
 Pharmacist. . 218
 Photographer. . 249
 Physical Therapist. . 218.
 Physician. . 237
 Plumber. . 209
 Plumbing Contractor. . 218
 Podiatrist. . 218
 Policeman. . 219
 Postal Clerk. . 254
 Printer. . 209
 Psychiatrist. . 219
 Psychologist, Clinical. . 219
 Psychologist, Counseling. . 219
 Psychologist, Industrial. . 237
 Psychology Professor. . 237
 Radio Station Manager. . 219
 Real Estate Agent. . 219
 Sales Engineer, Heating/Air Conditioning. . 219
 School Superintendent. . 219
 Science Teacher, High School. . 219
 Social Caseworker. . 219

Social Worker, Group. . 219
 Social Worker, Psychiatric. . 219
 Statistician. . 237
 Supervisor Foreman, Industrial. . 219
 Television Repairman. . 210
 Travel Agent. . 219
 Truck Driver. . 210
 University Pastor. . 219
 Veterinarian. . 219
 Welder. . 210
 X-Ray Technician. . 210
 YMCA Secretary. . 254
 Kuder Occupational Interest Survey: Occupational Scales, Women \
 Accountant. . 237
 Bank Clerk. . 219
 Beautician. . 219
 Bookkeeper. . 254
 Bookstore Manager. . 220
 Computer Programmer. . 237
 Counselor, High School. . 220
 Dean of Women. . 220
 Dental Assistant. . 220
 Department Store Saleswoman. . 220
 Dietitian, Administrative. . 220
 Dietitian, Public School. . 220
 Florist. . 210
 Home Demonstration Agent. . 220
 Home Economics Teacher, College. . 237
 Interior Decorator. . 249
 Lawyer. . 237
 Librarian. . 220
 Math Teacher, High School. . 220
 Nurse. . 220
 Nutritionist. . 237
 Occupational Therapist. . 220
 Office Clerk. . 254
 Physical Therapist. . 220
 Primary School Teacher. . 220
 Psychologist. . 238
 Psychologist, Clinical. . 220
 Religious Education Director. . 220
 Science Teacher, High School. . 220
 Secretary. . 254
 Social Caseworker. . 220
 Social Worker, Group. . 221
 Social Worker, Medical. . 221
 Social Worker, Psychiatric. . 221

Social Worker, School. . .221

Stenographer. . .255

X-Ray Technician. . .210

Kuder Preference Record—Personal

Preference for Avoiding Conflict. . .203

Preference for Being Active in Groups. . .203

Preference for Directing or Influencing Others. . .201

Preference for Familiar and Stable Situations. . .202

Preference for Working with Ideas. . .238

Kuder Preference Record—Vocational

Artistic. . .250

Clerical. . .255

Computational. . .255

Literary. . .250

Mechanical. . .210

Musical. . .250

Outdoor. . .244

Persuasive. . .221

Scientific. . .238

Social Service. . .221

Kuhlmann-Anderson Test—Booklet H

Quantitative Score. . .76

Total Score. . .64

Verbal Score. . .55

Kuhlmann-Finch Tests, Senior High School Test. . .64

Kwalwasser Test of Music Information and Appreciation. . .92

Kwalwasser-Dykema Music Tests

Intensity Discrimination. . .258

Melodic Taste. . .91

Pitch Discrimination. . .258

Pitch Imagery. . .90

Quality Discrimination. . .258

Rhythm Discrimination. . .258

Rhythm Imagery. . .90

Time Discrimination. . .258

Tonal Memory. . .258

Tonal Movement. . .91

Total Score. . .258

Kwalwasser-Ruch Test of Musical Accomplishment. . .90

Lady of the Lake. . .30

Language Facility Test. . .55

Leadership Ability Evaluation

Autocratic—Aggressive. . .118

Democratic—Submissive. . .118

Democratic—Cooperative. . .118

Laissez-Faire. . .118

Total. . .118

Leadership Evaluation and Development Scale. . .71

Leadership Opinion Questionnaire

Consideration. . .203

Structure. . .199

Leadership Q-Sort Test

Consideration for Others. . .204

Decision Making. . .204

Mental Health. . .204

Personal Integrity. . .204

Teaching and Communication. . .204

Technical Information. . .204

Total Score. . .204

Leblanc Music Talent Quiz. . .258

Leiter International Performance Scale. . .195

Library Skills. . .14

Library Test

Library Sources and Skills Test. . .15

Library Sources and Uses of Information. . .15

Library Survey Test. . .15

Life Adjustment Inventory

Boy—Girl Relationships. . .40

Communication and Listening Skills. . .18

Consumer Education. . .42

Development of Appreciation for and Creativity in the Arts. . .2

Education for Family Living. . .41

Education for Physical and Mental Health. . .152

Education for Wise Use of Leisure Time. . .39

Functional Citizenship. . .168

General Feeling of Adjustment to the Curriculum. . .140

General Social Skills and Etiquette. . .148

Orientation to Science. . .238

Reading and Study Skills. . .140

Religion, Morals, and Ethics. . .149

Vocational Orientation and Preparation. . .204

Lincoln Diagnostic Spelling Test—Advanced. . .17

Lindamood Auditory Conceptualization Test

Isolated Sounds in Sequence. . .259

Sounds Within Syllable Pattern. . .259

Total. . .259

(LIPHE) Life Interpersonal History Enquiry

Affection Behavior/Feelings

Father. . .144

Mother. . .144

Control Behavior

Father. . .145

Mother. . .145

Control Feelings	
Father..	.145
Mother..	.145
Inclusion Behavior	
Father..	.145
Mother..	.145
Inclusion Feelings	
Father..	.145
Mother..	.145
Perceived Parental Approval	
Father..	.145
Mother..	.145
Logical Reasoning	
Part I..	.59
Part II..	.59
Total..	.59
Large-Thornike Intelligence Tests: Level G	
Non-Verbal..	.64
Verbal..	.64
Luther Hospital Sentence Completions	
Attitudes toward Academic Areas..	.140
Attitudes toward and regarding Self..	.131
Attitudes toward Home and Family..	.131
Attitudes toward Love and Marriage..	.40
Attitudes toward Nursing as a Profession..	.221
Attitudes toward Others..	.123
Attitudes toward Responsibility..	.118
Macbeth..	.30
MacQuarrie Test for Mechanical Ability	
Blocks..	.195
Combined Score..	.262
Copying..	.262
Dotting..	.263
Location..	.261
Pursuit..	.261
Tapping..	.263
Tracing..	.263
Maintaining Reading Efficiency	
History of Brazil	
Comprehension Accuracy..	.9
Rate of Reading..	.9
Reading Efficiency..	.9
History of India	
Comprehension Accuracy..	.9
Rate of Reading..	.10
Reading Efficiency..	.10
History of Japan	
Comprehension Accuracy..	.10
Rate of Reading..	.10
Reading Efficiency..	.10
History of New Zealand	
Comprehension Accuracy..	.10
Rate of Reading..	.10
Reading Efficiency..	.10
History of Switzerland	
Comprehension Accuracy..	.10
Rate of Reading..	.10
Reading Efficiency..	.10
Making Objects..	.68
Management Information Test..	.199
Management Test..	.199
Manipulative Aptitude Test	
Left Hand..	.264
Right Hand..	.264
Total Manipulative Aptitude..	.264
Manson Evaluation..	.99
Marriage Scale..	.41
Martin Performance Appraisal	
Employee On-the-Job Characteristics..	.201
Major-Job Tasks..	.173
Summary and Recommendations..	.201
Match Problems..	.67
Match: Problems V..	.68
Mathematical Achievement Test..	.80
Mathematical and Technical Test	
Calculations..	.76
Completing Pictures..	.50
Completing the Series..	.64
Continuing Patterns..	.261
Copying Models..	.261
Figure Series..	.64
Filling up Gaps..	.195
Geometrical Figures..	.59
Remembering Drawings..	.57
Technical Insight..	.195
Total Test..	.58
Maudsley Personality Inventory	
Extraversion..	.118
Neuroticism..	.99
McCall-Crabbs Standard Test Lessons in Reading, Book E..	.10
McCartney Grammar, Usage, and Structure Test..	.23
McCartney Reading Comprehension Test..	.10
McCartney Tests in Reading Comprehension, Grammar, Usage, and	

Structure Vocabulary	123
McCarthy Vocabulary Test	50
McGrath Test of Reading Skills	
Oral Paragraph Reading	19
Word Meanings	50
Word Recognition Test	19
McGraw-Hill Basic Skills System: Mathematics Test	
Arithmetic	76
Elementary Algebra	83
Intermediate Algebra	83
Total Test	83
McGraw-Hill Basic Skills System: Reading Test	
Flexibility	10
Paragraph Comprehension	10
Reading Rate (Easy)	10
Reading Rate (Hard)	10
Retention	10
Skimming and Scanning	11
Total Test	11
McGraw-Hill Basic Skills System: Spelling Test	17
McGraw-Hill Basic Skills System: Study Skills Test	
Inventory of Study Habits and Attitudes	
Concentration	137
Emotional Problems	99
General Study Habits	137
Listening and Notetaking	15
Motivation	137
Organization of Effort	137
Relationships with Teachers and Courses	140
Total Test	129
Library Information	15
Problem-Solving	58
Study Skills Information	15
Total Score	15
Underlining	55
McGraw-Hill Basic Skills System: Vocabulary Test	50
McGraw-Hill Basic Skills System: Writing Test	
Language Mechanics	26
Paragraph Patterns	23
Sentence Patterns	23
Total Test	23
McGuire Safe Driver Scale	94
Measurement of Skills	
Basic Screen Test—Vision	261
Skill in Orientation	195
Skill in Thinking	59
Skill in Typing	

Number of Errors	176
Number of Words Typed	177
Skill with Fingers	264
Skill with Memory	58
Skill with Numbers	197
Skill with Shape	195
Skill with Vocabulary	50
Skill with Words	68
Speed and Accuracy	190
Total Test	188
Measures of Self Concept—Choose a Job Inventory	137
Measures of Self Concept—Parental Approval Index	145
Measures of Self Concept—Self Appraisal Inventory	
Family	131
General	131
Peer	123
Scholastic	140
Total	131
Measures of Self Concept—What Would You Do?	131
Mechanical Aptitude Tests	
Non-Verbal Test	
Use of Tools and Materials	184
Total Test	184
Verbal Tests	
Comprehension of Mechanical Tasks	184
Matching Tools and Operations	184
Use of Tools and Materials	184
Mechanical Comprehension Test—Form BB	165
Mechanical Comprehension Test—Form CC	165
Mechanical Familiarity Test	184
Mechanical Knowledge Test	184
Mechanical Movements	195
Meier Art Tests	
Aesthetic Perception	3
Art Judgment	3
Mellenbrust Mechanical Motivation Test	184
Memory For Events	57
Memory For Meanings	57
Memory-For-Designs Test	57
Mental Alertness Normal Battery	58
Mental Alertness Test	50
Merchant of Venice	see The Merchant of Venice
Mid-Year Algebra Test	81
Mid-Year Geometry Test—Form A	84
Midleton Industrial Arts Test	43
Midsummer Night's Dream	see A Midsummer Night's Dream
Minnesota Checklist for Food Preparation and Serving	42

Minnesota Clerical Test

Names . . . 190

Numbers . . . 190

Minnesota Counseling Inventory

Adjustment to Reality . . . 95

Conformity . . . 132

Emotional Stability . . . 99

Family Relationships . . . 145

Leadership . . . 118

Mood . . . 99

Social Relationships . . . 123

Minnesota High School Achievement Examinations

Advanced Mathematics

Basic Concepts, Symbols, Vocabulary . . . 82

Exponents and Radicals . . . 83

Fractions and Fractional Equations . . . 82

Function Concept . . . 83

Linear Systems . . . 83

Logarithms . . . 84

Progressions and Probability . . . 86

Quadratic Equations and Complex Numbers . . . 83

Quadratic Systems . . . 83

Total Test . . . 81

Trigonometry . . . 86

Biology

Ecology and Conservation . . . 160

Health . . . 160

Higher Forms of Animals . . . 159

Human Physiology . . . 160

Invertebrates . . . 159

Living Things Change . . . 159

The Scientific Study of Life . . . 159

Total Test . . . 158

World of Plant Life . . . 159

Bookkeeping

Accrued Expenses and Income . . . 177

Adjusting and Closing Entries . . . 177

Bad Debts . . . 177

Banking Services . . . 177

Depreciation . . . 177

General Principles . . . 177

Notes and Interest . . . 177

Partnerships, Corporations, Co-operatives . . . 177

Payrolls and Taxes . . . 177

Problems . . . 79

Problems Relating to Sales and Purchases . . . 177

Special Journals . . . 177

Statements . . . 177

Total . . . 177

Chemistry

Acids, Bases, Neutralization . . . 161

Analysis . . . 161

Atomic Chart . . . 162

Atomic Structure . . . 162

Electrolysis . . . 162

Formulas . . . 162

Gas Laws . . . 161

Hydrogen, Oxygen, Water . . . 162

Ionization . . . 162

Measurement . . . 163

Metals and Metallurgy . . . 162

Nucleonics . . . 162

Organic . . . 162

Oxidation—Reduction . . . 162

Solutions . . . 161

Sulphur . . . 162

Total Test . . . 161

Elementary Algebra

Equations and Inequalities . . . 83

Operations with Polynomials and Rational Expressions . . . 82

Problem Solving . . . 83

Properties of the Number Systems . . . 82

Relations, Functions, and Graphs . . . 84

Total Test . . . 81

Geometry

Areas and Volumes . . . 84

Circles and Spheres . . . 84

Comparing Quantities . . . 84

Describing Points in Space . . . 84

Figures Which are Exactly Alike . . . 85

Introductory Ideas and Terms . . . 85

Parallel Lines and Planes . . . 85

Polygons and Polyhedrons . . . 84

Supplementary Areas of Work . . . 84

Total Test . . . 84

Language Arts Grade 11

Authors . . . 30

Literary Identification . . . 27

Literature . . . 30

Paragraph Organization . . . 26

Poetry . . . 31

Punctuation . . . 24

Quotations . . . 30

Sentence Recognition . . . 24

Spelling . . . 17
 Total Test . . . 27
 Usage . . . 24
 Vocabulary . . . 50
 Language Arts Grade 12
 Composition . . . 26
 Interpretation of Literature . . . 27
 Literature . . . 27
 Sources of Information . . . 15
 Spelling . . . 17
 Total Test . . . 50
 Usage . . . 21
 Vocabulary in Context . . . 50
 Word Meanings . . . 50

Physics

Electricity and Magnetism . . . 166
 Heat . . . 165
 Measurement . . . 165
 Mechanics . . . 165
 Sound, Light and Wave Motion . . . 166
 Structure of Matter . . . 166
 Total Test . . . 164

Social Studies Grade 11

Eastern Europe and the Balkans . . . 169
 Far East and Africa . . . 169
 Feudalism and Renaissance . . . 169
 France . . . 169
 Germany . . . 169

Great Britain and the Commonwealth . . . 169
 Great Religions of the World . . . 150
 Imperialism . . . 169

Italy and Greece . . . 169
 Latin America . . . 167

Middle East . . . 167

Need and Search for World Order . . . 170

Pressure of Population Upon World Resources . . . 167

Scandinavian Countries . . . 170

Total Test . . . 170

U.S.S.R. . . . 170

Social Studies Grade 12

Achieving Personal and Social Competence . . . 172

America, a Land of Many Peoples . . . 172

Being an Effective Citizen in Our Democracy . . . 168

Living in an Industrialized Society . . . 167

Problems of Man's Search for Peace . . . 170

The Family . . . 172

Total Test . . . 171

Trigonometry . . . 85
 Minnesota Importance Questionnaire
 Ability Utilization . . . 137

Achievement . . . 137

Activity . . . 111

Advancement . . . 137

Authority . . . 118

Company Policies and Practices . . . 124

Compensation . . . 137

Coworkers . . . 124

Creativity . . . 111

Independence . . . 118

Moral Values . . . 149

Recognition . . . 137

Responsibility . . . 118

Security . . . 105

Social Service . . . 127

Social Status . . . 132

Supervision

Human Relations . . . 124

Technical . . . 124

TCT-Score . . . 111

Variety . . . 111

Working Conditions . . . 99

Minnesota Multiphasic Personality Inventory

Correction . . . 99

Depression . . . 99

Hypochondriasis . . . 99

Hypomania . . . 99

Hysteria . . . 105

Lie . . . 99

Masculinity—Femininity . . . 100

Paranoia . . . 105

Psychasthenia . . . 111

Psychopathic Deviate . . . 118

Schizophrenia . . . 105

Social Introversion . . . 118

Validity . . . 100

Minnesota Rate of Manipulation Tests

Displacing Test . . . 263

One-Hand Turning and Placing Test . . . 263

Placing Test . . . 263

Turning Test . . . 263

Two-Hand Turning and Placing Test . . . 263

Minnesota Rating Scale for Personal Qualities and Abilities . . . 94

Minnesota School Affect Assessment . . . 140

Minnesota Spatial Relations Test

All Boards.. 263
Boards A and B.. 263
Boards C and D.. 263
Minnesota Vocational Interest Inventory

Baker.. 257

Carpenter.. 210

Carpentry.. 210

"Clean Hands".. 238

Electrician.. 210

Electronics.. 210

Food Service.. 257

Food Service Manager.. 258

Health Service.. 238

Hospital Attendant.. 221

Industrial Education Teacher.. 210

Machinist.. 210

Mechanical.. 210

Milk Wagon Driver.. 221

Office Work.. 255

Outdoors.. 244

Painter.. 210

Plasterer.. 210

Plumber.. 210

Pressman.. 210

Printer.. 211

Radio-TV Repairman.. 211

Retail Sales Clerk.. 221

Sales--Office.. 221

Sheet Metal Worker.. 211

Stock Clerk.. 255

Tabulating Machine Operator.. 238

Truck Driver.. 211

Truck Mechanic.. 211

Warehouseman.. 211

Missing Cartoons.. 55

Missing Pictures.. 55

Mitchell Vocabulary Test.. 50

MLA-Cooperative Foreign Language Tests, Level L: French

Listening.. 34

Reading.. 33

Speaking.. 36

Writing.. 35

MLA-Cooperative Foreign Language Tests, Level L: German

Listening.. 34

Reading.. 33

Speaking.. 36

Writing.. 35

MLA-Cooperative Foreign Language Tests, Level L: Italian

Listening.. 34

Reading.. 33

Speaking.. 36

Writing.. 35

MLA-Cooperative Foreign Language Tests, Level L: Russian

Listening.. 35

Reading.. 33

Speaking.. 36

Writing.. 35

MLA-Cooperative Foreign Language Tests, Level L: Spanish

Listening.. 35

Reading.. 34

Speaking.. 37

Writing.. 36

MLA-Cooperative Foreign Language Tests, Level M: French

Listening.. 35

Reading.. 34

Speaking.. 37

Writing.. 36

MLA-Cooperative Foreign Language Tests, Level M: German

Listening.. 35

Reading.. 34

Speaking.. 37

Writing.. 36

MLA-Cooperative Foreign Language Tests, Level M: Italian

Listening.. 35

Reading.. 34

Speaking.. 37

Writing.. 36

MLA-Cooperative Foreign Language Tests, Level M: Russian

Listening.. 35

Reading.. 34

Speaking.. 37

Writing.. 36

MLA-Cooperative Foreign Language Tests, Level M: Spanish

Listening.. 35

Reading.. 34

Speaking.. 37

Writing.. 36

MMPI.. see Minnesota Multiphasic Personality Inventory

Modern Language Aptitude Test

Short Form.. 32

Total Test.. 32

Modern Photography Comprehension Test.. 44

Mooney Problem Check List H

Adjustment to College (School) Work.. 140

Courtship, Sex, and Marriage..	124
Curriculum and Teaching Procedure..	141
Finances, Living Conditions, and Employment..	132
Health and Physical Development..	152
Home and Family..	145
Morals and Religion..	151
Personal-Psychological Relations..	100
Social and Recreational Activities..	111
Social-Psychological Relations..	124
The Future: Vocational and Educational..	137
Total Test..	129
Moore Eye-Hand Coordination Test	
Color Matching..	263
Speed of Eye-Hand Coordination..	263
Motivation Analysis Test	
Assertiveness	
Integrated..	137
Total Motivation..	137
Unintegrated..	138
Career	
Integrated..	138
Total Motivation..	138
Unintegrated..	138
Fear	
Integrated..	105
Total Motivation..	106
Unintegrated..	106
Home-Parental	
Integrated..	145
Total Motivation..	145
Unintegrated..	145
Mating	
Integrated..	145
Total Motivation..	145
Unintegrated..	146
Narcissism-Comfort	
Integrated..	127
Total Motivation..	132
Unintegrated..	132
Pugnacity-Sadism	
Integrated..	106
Total Motivation..	119
Unintegrated..	119
Self Concept	
Integrated..	132
Total Motivation..	138
Unintegrated..	138

Superego	
Integrated..	149
Total Motivation..	150
Unintegrated..	150
Sweetheart-Spouse	
Integrated..	124
Total Motivation..	124
Unintegrated..	124
Multiple Aptitude Tests	
Numerical Reasoning	
Arithmetic Computation..	76
Arithmetic Reasoning..	76
Total Test..	76
Perceptual Speed	
Language Usage..	24
Routine Clerical Facility..	191
Total Test..	191
Scholastic Potential..	77
Spatial Visualization	
Applied Science and Mechanics..	165
Spatial Relations—2 Dimensions..	195
Spatial Relations—3 Dimensions..	195
Total Test..	195
Verbal Comprehension	
Paragraph Meaning..	11
Total Test..	50
Word Meaning..	50
Music Achievement Tests—Test 1	
Interval Discrimination..	91
Meter Discrimination..	91
Pitch Discrimination..	259
Total..	91
Music Achievement Tests—Test 2	
Auditory-Visual Discrimination	
Subtest A..	90
Subtest B..	90
Total..	91
Feeling for Tonal Center..	91
Major-Minor Mode Discrimination..	91
Total..	91
Music Achievement Tests—Test 3	
Instrument Recognition..	91
Melody Recognition..	92
Pitch Recognition..	91
Tonal Memory..	91
Total..	91
Music Achievement Tests—Test 4	

Auditory-Visual Discrimination..	.91
Cadence Recognition..	.92
Chord Recognition..	.259
Musical Style	
Subtest A..	.92
Subtest B..	.92
Total..	.87
Musical Aptitude Profile	
Composite..	.92
Musical Sensitivity	
Balance..	.92
Phrasing..	.92
Style..	.92
Total..	.92
Rhythm Imagery	
Meter..	.259
Tempo..	.259
Total..	.259
Tonal Imagery	
Harmony..	.92
Melody..	.92
Total..	.92
Musical Talent Test..	.259
Myths of the World Test Series	
Gods and Myths of Northern Europe..	.31
Greek Myths..	.31
The Roman Way..	.31
Name Finding Test..	.191
National Achievement Tests	
Algebra Test for Engineering and Science..	.81
College English Test..	.24
English Test (7-12)..	.24
First Year Algebra Test..	.82
General Biology Test..	.158
General Chemistry Test..	.161
General Physics Test..	.164
High School Reading Test..	.50
Literature Test..	.30
Plane Geometry..	.85
Solid Geometry..	.85
Spelling (10-12)..	.17
Vocabulary Test (7-12)..	.50
National Business Entrance Tests	
Bookkeeping Test..	.177
Business Fundamentals and General Information Test..	.17
General Office Clerical Test..	.177
Machine Calculation Test..	.79
Stenographic Test..	.177
Typewriting Test..	.177
Nelson-Denny Reading Test	
Comprehension..	.11
Reading Rate..	.11
Total..	.50
Vocabulary..	.50
Neuroticism Scale Questionnaire	
Anxiety..	.100
Depression..	.111
Submissiveness..	.119
Tendermindedness..	.111
Total..	.112
New Junior Maudsley Inventory	
Extraversion..	.119
Neuroticism..	.100
New Purdue Placement Test in English..	.24
New South African Group Test, Senior	
Non-Verbal..	.64
Total..	.53
Verbal..	.64
New Uses..	.67
NM Attitude Toward Work Test..	.204
NM Career Development Test..	.204
NM Career Oriented Activities Checklist..	.204
NM Career Planning Test..	.205
NM Concepts of Ecology Test—Level 2..	.160
NM Consumer Mathematics Test..	.79
NM Consumer Rights and Responsibilities Test..	.42
NM Job Application Procedures Test..	.205
NM Knowledge of Occupations Test..	.205
Non-Verbal Reasoning Test..	.64
Normal Battery	
Comprehension..	.11
Computation..	.77
Mental Alertness..	.64
Spelling..	.17
Vocabulary..	.51
Number Perception Test..	.191
Number Series Completion Test..	.64
Nurse Attitudes Inventory	
Academic..	.141
Home—Family..	.106
Nursing..	.221

Others—Love—Marriage... 40
 Responsibility... 106
 Self... 132
 Total... 106
 Nursing Sentence Completions
 Academic... 141
 Home-Family... 132
 Nursing... 221
 Others—Love—Marriage... 41
 Responsibility... 106
 Self... 132
 Total... 132
 Nutrition Information Test... 39
 O'Connor Finger Dexterity Test... 204
 O'Rourke Clerical Aptitude Test, Junior Grade
 Clerical Problems... 191
 Reasoning Test... 197
 O'Rourke Mechanical Aptitude Test—Form A... 184
 Object-Completion Test... 195
 Objective Analytical Anxiety Battery
 Acceptance of Good Aphorisms (Wise Statements)... 112
 Critical Severity vs. Indulgent Standards (Real Life
 Judgments)... 128
 Composite Anxiety Score... 100
 Emotionality of Comment (What Is Your Comment?)... 112
 Honesty in Admitting Common Follies (Do You
 Sometimes...?)... 132
 Modesty in Assuming Skill in Untried Performance (Survey of
 Experience and Skills)... 132
 Number of Friends Recalled (Friends)... 124
 Susceptibility to Annoyance (Common Annoyances)... 100
 Susceptibility to Embarrassment (Embarrassing
 Circumstances)... 100
 Occupational Examination
 Account Clerk... 178
 Actuary... 182
 Administrative Assistant... 178
 Attendant... 184
 Auto Mechanic... 184
 Auto Serviceman... 184
 Beginning Office Worker... 178
 Boiler Inspector... 184
 Bookkeeper... 178
 Bus Driver... 184
 Bus Maintainer... 184
 Business Aptitude... 173

Buyer (Purchasing Agent)... 173
 Carpenter... 184
 Cashier... 178
 Chemical Engineer... 182
 Civil Engineer... 182
 Claim Examiner... 173
 Cleaner... 184
 Clerk... 178
 Clerk-Stenographer... 178
 Clerk-Typist... 178
 Computer Programmer... 182
 Correction Officer (Men)... 173
 Correction Officer (Women)... 174
 Court Attendant... 174
 Dental Secretary... 175
 Dentist... 175
 Dietitian... 175
 Drafting Aide... 185
 Draftsman... 185
 Electrical Engineer... 182
 Electrical Inspector... 185
 Electrician... 185
 Electrician's Helper... 185
 Elevator Operator... 185
 Employment Interviewer... 178
 Engineering Aide... 183
 Engineering Technician... 182
 File Clerk... 178
 Fingerprint Technician... 182
 Fireman... 185
 Foreman... 185
 Freight Checker... 191
 Gardener... 185
 Home Economist... 176
 Housekeeper... 176
 Housing Caretaker... 185
 Housing Inspector... 185
 Inspector of Markets, Weights and Measures... 174
 Investor... 178
 Laboratory Aide... 182
 Laboratory Assistant... 175
 Laboratory Assistant (Bacteriology)... 175
 Laboratory Assistant (Chemistry)... 175
 Laborer... 185
 Laundry Worker... 176
 Lieutenant, Fire Dept... 185
 Machinist... 185

Mail Clerk.. 178
 Maintenance Man.. 185
 Mathematical Abilities.. 77
 Mathematics (General Level).. 77
 Mathematics (Lower Level).. 77
 Mathematics (Senior Level).. 77
 Medical Secretary.. 175
 Messenger.. 178
 Methods Analyst.. 178
 Motor Vehicle Operator.. 3
 Motorman.. 185
 Mortuary Caretaker.. 185
 Nurse's Aide.. 175
 Nursing Aptitude.. 175
 Office Assistant.. 178
 Painter.. 185
 Patrolman.. 186
 Personnel Assistant.. 178
 Personnel Examiner.. 178
 Photographer.. 186
 Plumber.. 186
 Police Clerk.. 178
 Police Trainee.. 186
 Policewoman.. 186
 Porter.. 186
 Pre-Engineering Aptitude.. 186
 Principal Clerk.. 179
 Principal File Clerk.. 179
 Principal Stenographer.. 179
 Principal Typist.. 179
 Public Health Assistant.. 175
 Public Health Nurse.. 175
 Railroad Clerk.. 174
 Reading Comprehension (General Level).. 11
 Reading Comprehension (Lower Level).. 11
 Reading Comprehension (Senior Level).. 11
 Roofer.. 186
 Salesman.. 174
 Sanitation Man.. 186
 School Crossing Guard.. 186
 Secretary.. 179
 Senior Clerk.. 179
 Senior File Clerk.. 179
 Senior Stenographer.. 179
 Senior Typist.. 179
 Service Station Attendant.. 186
 Shop Clerk.. 186

Spatial Relations.. 195
 Spelling (General Level).. 17
 Spelling (Lower Level).. 17
 Spelling (Senior Level).. 17
 *Stationary Fireman.. 186
 Statistician.. 86
 Steam Fitter.. 186
 Stenographer.. 179
 Stenographer-Typist.. 179
 Stockman.. 186
 Storekeeper.. 186
 Supervising Clerk.. 179
 Supervising Stenographer.. 179
 Supervising Typist.. 179
 Supervision Test.. 179
 Swimming Instructor.. 156
 Technical Engineer.. 182
 Telephone Operator.. 179
 Truck Driver.. 174
 Typist.. 179
 Verbal Abilities.. 51
 Verbal and Clerical Abilities.. 191
 Vocabulary (General Level).. 51
 Vocabulary (Lower Level).. 51
 Vocabulary (Senior Level).. 51
 Warehouseman.. 186
 Watchman.. 186
 X-Ray Technician.. 175
 Occupational Interest Inventory: Advanced
 Business.. 255
 Computational.. 255
 Level of Interests.. 138
 Manipulative.. 211
 Mechanical.. 211
 Natural.. 244
 Personal-Social.. 221
 The Arts.. 250
 The Sciences.. 238
 Verbal.. 221
 Occupational Interest Inventory: Intermediate
 Business.. 255
 Computational.. 255
 Level of Interests.. 138
 Manipulative.. 211
 Mechanical.. 211
 Natural.. 244
 Personal-Social.. 221

The Arts. . 250
The Sciences. . 238
Verbal. . 221

Office Ability Review

Arithmetic. . 77

Filing. . 191

Punctuation and Grammar. . 24

Spelling. . 17

Terms. . 179

Total Score. . 180

Office Arithmetic Test. . 197

Office Skills Achievement Test

Arithmetic. . 198

Business Letter. . 24

Checking. . 191

Filing. . 191

Grammar. . 24

Total. . 191

Written Directions. . 192

Ohio Classification Test

Block Counting. . 195

Digit—Symbol. . 191

Memory Span. . 57

Number Series. . 64

Total. . 191

Ohio Vocational Interest Survey

Agricultural. . 244

Applied Technology. . 238

Appraisal. . 238

Artistic. . 250

Caring for People or Animals. . 221

Clerical Work. . 255

Crafts and Precise Operations. . 211

Customer Services. . 222

Entertainment and Performing Arts. . 250

Inspecting and Testing. . 211

Literary. . 250

Machine Work. . 211

Management and Supervision. . 222

Manual Work. . 211

Medical. . 238

Music. . 250

Numerical. . 255

Nursing and Related Technical Services. . 222

Personal Services. . 222

Promotion and Communication. . 222

Sales Representative. . 222

Skilled Personal Services. . 222
Teaching, Counseling, and Social Work. . 222
Training. . 222

Oseretsky Tests of Motor Proficiency

Dynamic Manual. . 154

General Dynamic. . 154

General Static. . 154

Motor Level. . 154

Simulated Movement. . 154

Speed. . 155

Synkinesia. . 155

Otis and Laurent Test of Shorthand Skills

Accuracy. . 180

Time for Transliteration. . 180

Otis Self-Administering Tests of Mental Ability, Higher Examination. . 51

Otis-Lennon Mental Ability Test: Advanced Level. . 64

Pacific Design Construction Test. . 195

Pair Attraction Inventory

Bitch—Nice Guy. . 146

Daddy—Doll. . 146

Doves. . 146

Hawks. . 146

Master—Servant. . 146

Mother—Son. . 146

Person—Person. . 146

Patterson Test or Study Exercises on the Constitution of the United States. . 168

PBR Personal Survey

Ascendancy. . 119

Cooperation. . 128

Emotional Stability. . 100

Sociability. . 146

Total. . 94

Vigor. . 112

Peabody Individual Achievement Test

General Information. . 51

Mathematics. . 77

Reading Comprehension. . 11

Reading Recognition. . 19

Spelling. . 17

Total. . 5

Peabody Picture Vocabulary Test. . 51

Pennsylvania Bi-Manual Worksample

Assembly. . 265

Disassembly. . 265

Total	265
Perceptual Maze Test, Individual Version VC 1	195
Perceptual Speed (Identical Forms)	261
Personal Adjustability Test	
Attitude toward Authority	146
Attitude toward Cooperation with Employer	203
Attitude toward Health	106
Community Spirit	124
Job Stability	106
Lack of Nervous Tendencies	100
Leadership	119
Total Score	94
Personal Audit—Form LI	
Contentment—Worry	106
Firmness—Indecision	119
Frankness—Evasion	124
Persistence—Fluctuation	112
Seriousness—Impulsiveness	222
Stability—Instability	100
Steadiness—Emotionality	100
Tolerance—Intolerance	128
Tranquility—Irritability	100
Personal Orientation Inventory	
Acceptance of Aggression	119
Capacity for Intimate Contact	124
Existentiality	119
Feeling Reactivity	106
Inner Directed	119
Nature of Man	106
Self-Acceptance	132
Self-Actualizing Value	106
Self-Regard	132
Spontanety	119
Synergy	106
Time Competence	106
Personal Values Abstract	
Femininity	128
Modernity	112
Socialization	106
Personality Inventory	
Dominance—Submission	119
Introversion—Extroversion	100
Neurotic Tendency	100
Self Confidence	132
Self Sufficiency	124
Sociability	124
Personality Rating Scale	

Boisterous—Quietness	119
Cooperation	128
Courtesy	148
Dependability	106
Disposition	100
Entertaining	146
Generosity	128
Good Sport	158
Honesty	148
Intelligence	112
Interests	138
Neatness	106
Nervousness—Calmness	100
Pep	112
Patience	128
Persistence	138
Popularity	146
Punctuality	107
Religiousness	151
Sense of Humor	146
Sociability	124
Thoughtfulness	128
Personnel Classification Test	
Numerical	77
Total	51
Personnel Tests for Industry	
Numerical Test	79
Verbal Test	51
Pertinent Questions	67
Peters Biblical Knowledge Test	
New Testament	150
Old Testament	150
Total	150
Phillips Occupational Preference Scale—Form F	
Artistic	250
Clerical	255
Computational	255
Literary	250
Medical	222
Outdoor	244
Persuasive	222
Practical	258
Scientific	238
Social Service	222
Phillips Occupational Preference Scale—Form M	
Artistic	250

Clerical. .255
 Computational. .255
 Literary. .250
 Mechanical. .211
 Outdoor. .244
 Persuasive. .222
 Practical. .211
 Scientific. .238
 Social Service. .222
 Physics Achievement Test. .164
 Pictographic Self Rating Scale. .141
 Pictorial Completion Test II. .55
 Pictorial Study
 Aesthetic. .250
 Economic. .222
 Genlike. .112
 Political. .222
 Religious. .151
 Social. .222
 Theoretical. .238
 Picture Exchange. .71
 Picture Interest Inventory
 Business. .255
 Computational. .238
 Esthetic. .250
 Interpersonal Service. .223
 Mechanical. .211
 Natural. .244
 Scientific. .238
 Time Perspective. .138
 Verbal. .238
 Piers-Harris Children's Self Concept Scale
 Anxiety. .100
 Behavior. .146
 Happiness and Satisfaction. .132
 Intellectual and School Status. .132
 Physical Appearance and Attributes. .132
 Popularity. .146
 Pimsleur French Proficiency Tests—First Level
 Listening Comprehension. .35
 Reading Comprehension. .34
 Speaking Proficiency. .37
 Writing Proficiency. .36
 Pimsleur French Proficiency Tests—Second Level
 Listening Comprehension. .35
 Reading Comprehension. .34
 Speaking Proficiency. .37

324

Writing Proficiency. .36
 Pimsleur German Proficiency Tests—First Level
 Listening Comprehension. .35
 Reading Comprehension. .34
 Speaking Proficiency. .37
 Writing Proficiency. .36
 Pimsleur German Proficiency Tests—Second Level
 Listening Proficiency. .35
 Reading Comprehension. .34
 Speaking Proficiency. .37
 Writing Proficiency. .36
 Pimsleur Language Aptitude Battery
 Auditory. .259
 Grades in Major Subjects. .141
 Interest. .38
 Language Analysis. .59
 Sound Discrimination. .259
 Sound-Symbol Association. .259
 Total. .259
 Verbal. .51
 Vocabulary. .51
 Pimsleur Spanish Proficiency Tests—First Level
 Listening Proficiency. .35
 Reading Comprehension. .34
 Speaking Proficiency. .37
 Writing Proficiency. .36
 Pimsleur Spanish Proficiency Tests—Second Level
 Listening Comprehension. .35
 Reading Comprehension. .34
 Speaking Proficiency. .37
 Writing Proficiency. .36
 Plot Titles
 Ideational Fluency. .68
 Originality. .67
 PMA. . see Primary Mental Abilities
 Poetry Test: Senior High School. .27
 POI. . see Personality Orientation Inventory
 Point Scale of Performance Tests—Revised Form II
 Arthur Stencil Design Test I. .195
 Full Scale. .195
 Healy Picture Completion Test II. .55
 Knox Cube Test (Arthur Revision). .57
 Porteus Maze Test (Arthur Revision). .196
 Sequin Form Board Test (Arthur Revision). .263
 Polyfactorial Study of Personality
 Anxiety. .101
 Compulsivity. .112

191

Depression . . 101
 Hyperaffectivity . . 101
 Hypochondriasis . . 101
 Paranoia . . 124
 Repression . . 101
 Schizophrenia . . 101
 Sexual Identification . . 146
 Social Distance . . 124
 Sociopathy . . 119
 Possible Jobs . . 68
 Power of Influence Test . . 146
 Practical Dexterity Board . . 265
 Practice Quiz on California Vehicle Code . . 3
 Preference Analysis—Form A/87/2 (Male)
 Adventurous . . 112
 Altruistic . . 223
 Clerical . . 255
 Fine Arts and Music . . 250
 Mathematical . . 239
 Natural Sciences . . 239
 Outdoors . . 244
 Persuasion . . 223
 Social Sciences . . 239
 Technical . . 211
 Verbal . . 239
 Preference Analysis—Form A/87/4 (Female)
 Adventurous . . 112
 Altruistic . . 223
 Clerical . . 255
 Domestic-Decorative . . 250
 Domestic-Routine . . 258
 Fine Arts and Music . . 250
 Mathematical . . 239
 Natural Sciences . . 239
 Outdoors . . 244
 Persuasion . . 223
 Social Sciences . . 239
 Technical . . 212
 Verbal . . 239
 Pressey Senior Classification Test . . 51
 Pressey Senior Verifying Test . . 51
 Primary Business Interests Test
 Accounting . . 256
 Collections and Adjustments . . 223
 Sales—Office . . 256
 Sales—Store . . 212
 Stenographic—Filing . . 256

Primary Mechanical Ability Tests
 Bolts . . 196
 Crosses . . 261
 General Mechanical Ability . . 196
 Missing Lines . . 196
 Tools . . 187
 Primary Mental Abilities for Grades 9-12
 Number Facility . . 77
 Reasoning . . 65
 Spatial Relations . . 196
 Total Score . . 65
 Verbal Meaning . . 51
 Principles of Democracy Test . . 168
 Problem Check List . . see also Mooney Problem Check List H
 Problem Check List—Rural Youth Form
 Citizenship . . 168
 Courtship, Sex, and Marriage . . 40
 Education . . 141
 Health and Physical . . 38
 Home and Family . . 146
 Morals and Religion . . 151
 Personal Temperament . . 101
 Relations with People . . 125
 Social and Recreational . . 147
 Vocation and Economic . . 138
 Processes of Science Test . . 163
 Profile of Mood-States
 Anger—Hostility . . 119
 Confusion—Bewilderment . . 101
 Depression—Dejection . . 101
 Fatigue—Inertia . . 112
 Tension—Anxiety . . 101
 Total Mood Disturbance Score . . 101
 Vigor—Activity . . 112
 Prognostic Test of Mechanical Abilities
 Arithmetic Computation . . 77
 Checking Measurements . . 196
 Identification and Use of Tools . . 187
 Reading Simple Drawings and Blueprints . . 43
 Spatial Relationships . . 196
 Total . . 187
 Proverbs Test—Best Answer Form . . 55
 Proverbs Test—Form I . . 55
 Pupil Behavior Inventory
 Academic Motivation and Performance . . 138
 Classroom Conduct . . 148
 Personal Behavior . . 148

Socio-Emotional State. . 101
 Teacher Dependence. . 119
 Purdue Blueprint Reading Test. . 43
 Purdue Clerical Adaptability Test

Checking. . 191

Computation. . 198

Copying. . 191

Reasoning (Arithmetical). . 198

Spelling. . 17

Word Meaning. . 51

Purdue High School English Test

Effective Expression. . 26

Grammar. . 24

Punctuation. . 24

Spelling. . 17

Total. . 24

Vocabulary. . 51

Purdue Industrial Mathematics Test. . 79

Purdue Interview Aids

Can You Read a Micrometer? . 187

Can You Read a Scale? . 187

Can You Read a Working Drawing? . 187

Purdue Mechanical Adaptability Test. . 187

Purdue Non-Language Personnel Test. . 65

Purdue Pegboard

Assembly. . 265

Both Hands. . 265

Left Hand. . 265

R + L + B. . 265

Right Hand. . 265

Purdue Trade Information Test for Sheetmetal Workers. . 187

Purdue Trade Information Test in Carpentry. . 187

Purdue Trade Information Test in Lathe Operation. . 187

Purdue Trade Information Test in Welding. . 187

Purpose in Life Test, Part A. . 138

Q-Tags of Personality—Form I

Affective. . 101

Assertive. . 138

Effective. . 119

Hostility. . 128

Reverie. . 107

Social. . 125

Q-Tags of Personality—Form w . .

Affective. . 101

Assertive. . 138

Effective. . 119

Hostility. . 128
 Reverie. . 107
 Social. . 125
 Questionnaire on Interracial and Social Attitudes for Black
 Secondary Students. . 172
 Quick Test. . 52

Rasmussen Trigonometry Test. . 86

Raven Progressive Matrices. . see Advanced Progressive Matrices

Reader's Inventory. . 11

Reading Comprehension Test for Prospective Nurses. . 11

Reading Versatility Test—Intermediate

1a. Rate of Reading. . 11

1b. Comprehension. . 11

2a. Rate of Reading. . 11

2b. Comprehension. . 11

3a. Rate of Skimming. . 11

3b. Comprehension. . 11

4a. Rate of Scanning. . 12

Reasoning Tests for Higher Levels of Intelligence. . 59

Reichter-Sanders Typewriting I Test. . 180

Reichter-Sanders Typewriting II Test. . 180

Religious Attitudes Inventory. . 151

Remote Associates Test. . 68

Responding: Ginn Interrelated Sequences in Literature

Diagnostic Tests of Specific Skills 11

Completing a Poem. . 12

Perceiving Character Traits. . 12

Perceiving Tone and Mood. . 31

Recognizing Puns. . 12

Recognizing Systematic Organization. . 55

Recognizing the Appropriate Word. . 12

Understanding Comparisons. . 31

Diagnostic Tests of Specific Skills 12

Completing a Poem. . 12

Perceiving Character Traits. . 12

Perceiving Tone and Mood. . 31

Recognizing Puns. . 12

Recognizing Systematic Organization. . 55

Recognizing the Appropriate Word. . 12

Understanding Comparisons. . 31

Growth Test 11. . 12

Growth Test 12. . 12

Pretest 11. . 12

Pretest 12. . 12

Revised Beta Examination. . 261

Revised Minnesota Paper Form Board Test. . 196

- Road Test Check List. . 4
- Rohde Sentence Completion. . 129
- Rothwell-Miller Interest Blank
- Aesthetic. . 251
- Clerical. . 256
- Computational. . 256
- Literary. . 251
- Mechanical. . 212
- Medical. . 223
- Musical. . 251
- Outdoor. . 244
- Persuasive. . 223
- Practical. . 212
- Scientific. . 239
- Social Service. . 223
- Rotter Incomplete Sentences Blank. . 94
- Russell-Sanders Bookkeeping Test. . 180
- SAFRAN Student's Interest Inventory
- Artistic. . 251
- Economic. . 256
- Humane. . 223
- Outdoor. . 244
- Scientific. . 239
- Service. . 223
- Technical. . 212
- Sales Aptitude Test
- Awareness of Sales Approach. . 174
- Identification of Self with Selling Occupation. . 223
- Insight into Human Nature. . 174
- Interest in Selling. . 223
- Level of Aspiration. . 201
- Personality Factors. . 223
- Sales Judgement. . 174
- Total. . 223
- Sales Attitudes Check List. . 201
- Sales Comprehension Test. . 174
- Sales Motivation Inventory. . 223
- Sanders-Buller World History Test. . 169
- Sanders-Fletcher Vocabulary Test
- Test I. . 52
- Test II. . 52
- Sanders-Schrader General Mathematics Test. . 77
- Sare-Sanders American Government Test. . 168
- Sare-Sanders Constitution Test. . 168
- Sare-Sanders Sociology Test. . 171
- SAT. . see Stanford Achievement Test
- Scarlet Letter. . see The Scarlet Letter
- SCAT. . see School and College Ability Tests
- Schonell Diagnostic English Tests
- Capital Letters and Punctuation. . 24
- Composition. . 26
- English Usage. . 55
- Sentence Structure. . 26
- Vocabulary. . 52
- School and College Ability Tests—Series II, Level 1
- Mathematics. . 77
- Total. . 65
- Verbal. . 65
- School and College Ability Tests—Series II, Level 2
- Mathematics. . 77
- Total. . 65
- Verbal. . 65
- School Interest Inventory. . 141
- School Inventory. . 141
- School Motivation Analysis Test
- Assertiveness. . 138
- Fear, Escape. . 101
- Mating. . 147
- Narcism. . 133
- Protectiveness. . 128
- Pugnacity-Sadism. . 101
- Self-Sentiment. . 133
- Sentiment to Home. . 147
- Sentiment to School. . 141
- Superego. . 125
- School Morale Scale
- Administration, Regulations, Staff. . 141
- Community Support and Parental Involvement. . 141
- General Feelings about School. . 141
- Instruction and Instructional Materials. . 141
- Other Students. . 141
- School Plant. . 141
- Teacher-Student Relationships. . 141
- Total. . 141
- Schrammel General Ability Test. . 52
- Schrammel-Gray High School and College Reading Test
- Comprehension—Efficiency. . 12
- Gross Comprehension. . 12
- Reading Rate. . 42
- Schubert General Ability Battery
- Arithmetic Problems. . 77
- Logical Answers. . 59
- Relations. . 65

Total. . 52
 Word Meaning. . 52
 Schubert General Adaptability Test
 Arithmetic. . 77
 Total. . 52
 Word Meaning. . 52
 Science Vocabulary Inventory. . 52
 Scientific Knowledge and Aptitude Test. . 164
 Seashore Measures of Musical Talents
 Loudness. . 259
 Pitch. . 259
 Rhythm. . 259
 Timbre. . 259
 Time. . 259
 Tonal Memory. . 260
 Second Year French Test. . 33
 Second Year Spanish Test. . 33
 Secondary Mathematics Tests, Series B(1-7)
 Algebra
 Applied. . 83
 Manipulative. . 82
 Mechanical. . 77
 Problems. . 77
 Geometry. . 85
 Mathematical Concepts. . 79
 Trigonometry. . 86
 Security-Insecurity Inventory. . 101
 Seeing Problems. . 69
 Self-Analysis Inventory. . 133
 Self-Concept and Motivation Inventory—Secondary Form
 Achievement Investment. . 138
 Goal/Achievement Needs. . 139
 Role Expectations. . 133
 Self Adequacy. . 139
 Self-Directed Search, Summary Code. . 205
 Self-Esteem Inventory—Form A
 General Self. . 133
 Home-Parents. . 133
 Lie Scale. . 133
 School-Academic. . 133
 Social Self-Peers. . 133
 Total. . 133
 Self-Esteem Inventory—Form B. . 133
 Self Perception Inventory
 Anxiety. . 101
 Authoritarianism. . 128
 Consistency. . 133

Depression. . 102
 General Adjustment. . 133
 General Maladjustment. . 102
 Paranoia. . 133
 Rigidity—Dogmatism. . 112
 Self-Actualization. . 133
 Supervision. . 107
 Time Score. . 102
 Uncommon Response. . 107
 Self Valuation Test. . 133
 Selling Judgment Test. . 174
 Selmer Music Guidance Survey
 Chords. . 260
 Melody. . 260
 Pitch. . 260
 Rhythm. . 260
 Total. . 260
 Sentence Completion Blank. . 223
 Sentence Tests of Educational Progress, Level 2
 English Expression. . 26
 Mathematics
 Basic Concept. . 72
 Computation. . 78
 Mechanics of Writing
 Capitalization and Punctuation. . 24
 Spelling. . 18
 Total Test. . 24
 Reading. . 12
 Science. . 159
 Social Studies. . 172
 Sex Knowledge Inventory
 Form X. . 40
 Form Y. . 40
 Ship Destination Test. . 59
 Shipley-Institute of Living Scale
 Abstraction. . 65
 Conceptual Quotient. . 52
 Total. . 52
 Vocabulary. . 52
 Short Form Test of Academic Aptitude—Level 5
 Analogies. . 65
 Language. . 52
 Memory. . 58
 Non-Language. . 65
 Sequences. . 65
 Total. . 65
 Vocabulary. . 52

Short Occupational Knowledge Test for Auto Mechanics. . .	187
Short Occupational Knowledge Test for Bookkeepers. . .	180
Short Occupational Knowledge Test for Carpenters. . .	187
Short Occupational Knowledge Test for Draftsmen. . .	187
Short Occupational Knowledge Test for Electricians. . .	187
Short Occupational Knowledge Test for Machinists. . .	187
Short Occupational Knowledge Test for Office Machine Operators. . .	180
Short Occupational Knowledge Test for Plumbers. . .	187
Short Occupational Knowledge Test for Secretaries. . .	180
Short Occupational Knowledge Test for Tool and Die Makers. . .	187
Short Occupational Knowledge Test for Truck Drivers. . .	174
Short Occupational Knowledge Test for Welders. . .	187
Short Test of Educational Ability—Level 5. . .	58
Short Tests of Clerical Ability	
Arithmetic—Part I. . .	198
Arithmetic—Part II. . .	198
Business Vocabulary. . .	180
Checking. . .	191
Coding. . .	191
Directions, Oral and Written. . .	192
Filing. . .	191
Language. . .	24
Shorthand Aptitude Test. . .	18
Silas Marner. . .	30
Simplex Group Intelligence Scale. . .	65
Simile Interpretations. . .	69
Smiles. . .	27
Sixteen Personality Factor Questionnaire—Form A	
Affected by Feelings vs. Emotionally Stable. . .	133
Conservative vs. Experimenting. . .	112
Expedient vs. Conscientious. . .	120
Forthright vs. Shrewd. . .	112
Group-Dependent vs. Self-Sufficient. . .	125
Humble vs. Assertive. . .	120
Less Intelligent vs. More Intelligent. . .	65
Placid vs. Apprehensive. . .	133
Practical vs. Imaginative. . .	112
Relaxed vs. Tense. . .	102
Reserved vs. Outgoing. . .	125
Shy vs. Venturesome. . .	120
Sober vs. Happy-go-Lucky. . .	113
Tough-minded vs. Tender-minded. . .	113
Trusting vs. Suspicious. . .	128
Undisciplined Self-Conflict vs. Controlled. . .	120
Sketches. . .	69
Slosson Drawing Coordination Test for Children and Adults. . .	263

Slosson Intelligence Test for Children and Adults. . .	52
Slosson Oral Reading Test. . .	19
Snyder Knuth Music Achievement Test. . .	91
Social Adjustment Inventory. . .	102
Social-Cognition Composite, (Cartoon Predictions + Expression Grouping + Missing Cartoons + Social Translations). . .	55
Social Insight Test. . .	71
Social Intelligence Test—Second Edition. . .	69
Social Intelligence Test—Short Edition. . .	69
Social Intelligence Test—SP Edition. . .	69
Social Translations. . .	71
Softball for Boys	
Base Running. . .	155
Catching Fly Balls. . .	155
Fielding Ground Balls. . .	155
Fungo Hitting. . .	155
Overhand Throw for Accuracy. . .	155
Speed Throw. . .	155
Throw for Distance. . .	155
Underhand Pitching. . .	155
Softball for Girls	
Base Running. . .	155
Catching Fly Balls. . .	155
Fielding Ground Balls. . .	155
Fungo Hitting. . .	155
Overhand Throw for Accuracy. . .	155
Speed Throw. . .	155
Throw for Distance. . .	155
Underhand Pitching. . .	155
Space Form Test. . .	196
Spanish and Latin American Life and Culture. . .	38
Speech-Appearance Record. . .	205
Speech and Oral English Test. . .	19
Speech Defect Questionnaire. . .	19
Spelling Review. . .	18
Sportsmanlike Driving Tests	
Action: Automatic and Gearshift. . .	4
Action: The Two-wheeled Vehicle. . .	3
Advanced Driving. . .	3
Alcohol, Drugs, and Your Life. . .	39
Buying and Insuring the Car. . .	5
Engineering for the Future, Financing Highways, the Professional Driver. . .	3
Final Test. . .	3
Fit to Drive, Vision and Hearing. . .	3
From the Driver's Seat. . .	4
How the Automobile Runs, Maintenance. . .	5

Laws of Nature and the Motor Vehicle, Stopping the Vehicle. . . 4

Man's Law. . . 3

Maneuvering Your Car. . . 4

On the Open Road, In City Traffic, On the Freeway. . . 4

Under Adverse Conditions. . . 4

Spot-the-Error Test

Accuracy. . . 192

Speed. . . 192

SRA Arithmetic Index

Addition and Subtraction of Whole Numbers. . . 198

Decimals and Percentages. . . 198

Fractions. . . 198

SRA Multiplication and Division of Whole Numbers. . . 198

SRA Clerical Aptitudes

Office Arithmetic. . . 198

Office Checking. . . 192

Office Vocabulary. . . 52

Total Score. . . 192

SRA Mechanical Aptitudes

Mechanical Knowledge. . . 188

Shop Arithmetic. . . 198

Space Relations. . . 196

Total. . . 188

SRA Nonverbal Form. . . 65

SRA Pictorial Reasoning Test

Timed Administration. . . 65

Untimed Administration. . . 65

SRA Reading Index

Paragraph Comprehension. . . 13

Phrase Comprehension. . . 13

Picture-Word Association. . . 52

Sentence Comprehension. . . 13

Word Decoding. . . 13

SRA Reading Record

Comprehension. . . 13

Everyday Reading Skills. . . 13

Reading Rate. . . 13

Total. . . 13

SRA Typing Skills. . . 180

SRA Verbal Form

Linguistic. . . 53

Quantitative. . . 66

Total. . . 53

SRT Scale. . . 113

Standard Progressive Matrices. . . 66

Standardized Silent Reading Test III

Comprehension. . . 13

Rate. . . 13

Standardized Tests of Musical Intelligence

Shortened Form. . . 260

Total. . . 260

Stanford Achievement Test

High School Arts and Humanities Test. . . 30

High School Business and Economics Test. . . 180

High School Technical Comprehension Test. . . 188

Technical Comprehension Test. . . 188

Stanford Achievement Test—High School Basic Battery

English. . . 24

Mathematics

Part A. . . 81

Total. . . 81

Numerical Competence. . . 78

Reading. . . 13

Science

Part A. . . 159

Total. . . 159

Social Studies. . . 171

Spelling. . . 18

Stanford-Binet Intelligence Scale. . . 58

Stanford Test of Academic Skills—Level II

English. . . 25

Mathematics. . . 78

Reading. . . 13

State-Trait Anxiety Inventory (Self-Evaluation Questionnaire)

A-State. . . 102

A-Trait. . . 102

Stenographic Skill-Dictation Test. . . 180

Stenographic Skills Test. . . 180

Shorthand Test. . . 180

Total. . . 180

STEP. . . see Sequential Tests of Educational Progress, Level 2

Stromberg Dexterity Test. . . 263

Strong Vocational Interest Blank for Men

Academic Achievement. . . 205

Accountant. . . 256

Advertising Man. . . 205

Age Related Interest Scale. . . 205

Air Force Officer. . . 223

Architect. . . 251

Army Officer. . . 224

Artist. . . 251

Author-Journalist. .251
 Banker. .256
 Basic Interest Scale
 Adventure. .244
 Agriculture. .245
 Art. .251
 Business Management. .224
 Law-Politics. .224
 Mathematics. .239
 Mechanical. .212
 Medical Service. .224
 Merchandising. .224
 Military Activities. .224
 Music. .251
 Nature. .245
 Office Practices. .256
 Public Speaking. .224
 Recreational Leadership. .245
 Religious Activities. .224
 Sales. .224
 Science. .239
 Social Service. .224
 Teaching. .224
 Technical Supervision. .224
 Writing. .251
 Biologist. .239
 Business Education Teacher. .239
 Carpenter. .212
 Chamber of Commerce Executive. .224
 Chemist. .239
 Community Recreation Administrator. .224
 Computer Programmer. .239
 C.P.A. Owner. .256
 Credit Manager. .256
 Dentist. .224
 Diversity of Interests. .205
 Engineer. .212
 Farmer. .245
 Forest Service Man. .245
 Funeral Director. .224
 Lawyer. .239
 Librarian. .239
 Life Insurance Salesman. .224
 Managerial Orientation. .224
 Masculinity-Femininity. .205
 Math Science Teacher. .240
 Mathematician. .240

Minister. .225
 Mortician. .225
 Music Performer. .251
 Music Teacher. .240
 Occupational Introversion-Extroversion. .206
 Occupational Level. .206
 Office Worker. .256
 Osteopath. .225
 Personnel Director. .225
 Pharmacist. .240
 Physical Therapist. .225
 Physician. .225
 Physicist. .240
 Policemen. .225
 President Mfg. Concern. .256
 Printer. .212
 Production Manager. .212
 Psychiatrist. .225
 Psychologist. .240
 Public Administrator. .225
 Purchasing Agent. .256
 Real Estate Salesman. .225
 Rehabilitation Counselor. .225
 Sales Manager. .225
 School Superintendent. .225
 Senior C.P.A.. .256
 Social Science Teacher. .240
 Social Worker. .225
 Specialization Level. .206
 Veterinarian. .225
 YMCA Staff Member. .225
 Strong Vocational Interest Blank for Women
 Academic Achievement. .206
 Accountant. .256
 Airline Stewardess. .225
 Army-Enlisted. .225
 Army-Officer. .226
 Art Teacher. .251
 Artist. .251
 Bankwoman. .256
 Basic Interest Scale
 Art. .251
 Biological Sciences. .240
 Homemaking. .258
 Law-Politics. .226
 Mechanical. .212
 Medical Service. .226

Merchandising . . . 226
 Music . . . 251
 Numbers . . . 256
 Office Practices . . . 257
 Outdoors . . . 245
 Performing Arts . . . 251
 Physical Science . . . 240
 Public Speaking . . . 226
 Religious Activities . . . 226
 Social Service . . . 226
 Sports . . . 245
 Teaching . . . 240
 Writing . . . 251
 Beautician . . . 251
 Business Education Teacher . . . 240
 Buyer . . . 257
 Chemist . . . 240
 Computer Programmer . . . 240
 Dental Assistant . . . 226
 Dentist . . . 226
 Dietitian . . . 226
 Director, Christian Education . . . 226
 Diversity of Interests . . . 206
 Elementary Teacher . . . 240
 Engineer . . . 240
 English Teacher . . . 240
 Entertainer . . . 252
 Executive Housekeeper . . . 258
 Femininity-Masculinity . . . 206
 Guidance Counselor . . . 226
 Home Economics Teacher . . . 240
 Instrument Assembler . . . 212
 Interior Decorator . . . 252
 Language Teacher . . . 240
 Lawyer . . . 226
 Librarian . . . 257
 Licensed Practical Nurse . . . 226
 Life Insurance Underwriter . . . 257
 Math-Science Teacher . . . 241
 Mathematician . . . 241
 Medical Technologist . . . 212
 Model . . . 226
 Music Teacher . . . 252
 Musician Performer . . . 252
 Navy-Enlisted . . . 226
 Navy-Officer . . . 226
 Newswoman . . . 252

Nun-Teacher . . . 241
 Occupational Introversion-Extroversion . . . 206
 Occupational Therapist . . . 226
 Physical Education Teacher . . . 227
 Physical Therapist . . . 227
 Physician . . . 227
 Psychologist . . . 241
 Public Health Nurse . . . 227
 Radiologic Technologist . . . 212
 Recreation Leader . . . 227
 Registered Nurse . . . 227
 Saleswoman . . . 227
 Secretary . . . 257
 Sewing Machine Operator . . . 212
 Social Science Teacher . . . 241
 Social Worker . . . 227
 Speech Pathologist . . . 227
 Telephone Operator . . . 257
 Translator . . . 241
 YMCA Staff Member . . . 227
 Structural Dexterity Test . . . 265
 STS Yough Inventory
 About Myself . . . 102
 After High School . . . 139
 Getting Along with Others . . . 147
 My School . . . 141
 Things in General . . . 107
 Student Evaluation Scale (SES)
 Educational Response . . . 139
 Social-Emotional Response . . . 147
 Total Student Response . . . 139
 Students Typewriting Test
 Typewriting I—First Semester . . . 180
 Typewriting II—Second Semester . . . 180
 Typewriting III—Third Semester . . . 181
 Typewriting IV—Fourth Semester . . . 181
 Study Attitudes and Methods Survey
 Academic Drive—Conformity . . . 139
 Academic Interest—Love of Learning . . . 142
 Alienation toward Authority . . . 142
 Manipulation . . . 147
 Study Anxiety . . . 134
 Study Methods . . . 15
 Study Habits Checklist . . . 15
 Study Habits Inventory . . . 15
 Study of Values
 Aesthetic . . . 150

Economic.. 150
 Political.. 150
 Religious.. 150
 Social.. 150
 Theoretical.. 150
 Study Skills Counseling Evaluation.. 15
 Study Skills Surveys
 Study Motivation Survey.. 142
 Study Organization Survey.. 15
 Study Techniques Survey.. 15
 Total.. 15
 Subsumed Abilities Test
 Abstraction.. 66
 Conceptualization.. 66
 Demonstrated Abilities.. 66
 Potential Abilities.. 66
 Recognition.. 66
 Supervisory Change Relations.. 199
 Supervisory Coaching Relations.. 199
 Supervisory Communication Relations.. 199
 Supervisory Human Relations.. 199
 Supervisory Inventory on Human Relations.. 199
 Supervisory Job Control.. 199
 Supervisory Job Discipline.. 199
 Supervisory Job Instruction.. 199
 Supervisory Job Methods.. 199
 Supervisory Job Safety.. 199
 Supervisory Potential Test
 Change Introduction.. 199
 Discipline.. 200
 New Role Clarity.. 200
 Productivity.. 200
 Subordinate Development.. 200
 Subordinate Evaluation.. 200
 Subordinate Motivation.. 200
 Superior Relationship.. 200
 Supervisory Practices Test.. 200
 Supervisory Union Relations.. 200
 Survey of Interpersonal Values
 Benevolence.. 128
 Conformity.. 120
 Independence.. 120
 Leadership.. 120
 Recognition.. 134
 Support.. 120
 Survey of Language Achievement: Advanced
 English.. 25

Spelling.. 18
 Survey of Mathematics Achievement: Advanced.. 78
 Survey of Personal Values
 Achievement.. 139
 Decisiveness.. 120
 Goal Orientation.. 139
 Orderliness.. 107
 Practical Mindedness.. 107
 Variety.. 113
 Survey of Reading Achievement: Advanced.. 53
 Survey of Study Habits and Attitudes
 Delay Avoidance.. 139
 Education Acceptance.. 142
 Study Attitudes.. 142
 Study Habits.. 15
 Study Orientation.. 142
 Teacher Appraisal.. 142
 Work Methods.. 15
 Survey Test of English Usage.. 25
 Survey Test of Vocabulary.. 53
 SVIB.. see Strong Vocational Interest Blank
 Symbol Identities.. 192
 Tale of Two Cities.. see A Tale of Two Cities
 Tapping Test.. 265
 TAV Selection System
 Adjective Checklist—A.. 125
 Adjective Checklist—T.. 125
 Adjective Checklist—V.. 125
 Judgments—A.. 148
 Judgments—T.. 148
 Judgments—V.. 148
 Mental Agility
 Follow Directions and Carefulness.. 196
 Verbal Comprehension.. 70
 Weights and Balance.. 79
 Personal Data—A.. 125
 Personal Data—T.. 125
 Personal Data—V.. 125
 Preferences—A.. 227
 Preferences—T.. 227
 Preferences—V.. 227
 Proverbs and Sayings—A.. 31
 Proverbs and Sayings—T.. 31
 Proverbs and Sayings—V.. 32
 Salesman Reactions—A.. 147
 Salesman Reactions—T.. 147

Salesman Reactions—V. .147
Taylor-Johnson Temperament Analysis, Secondary Edition

Active—Social. .113
Attitude Scale. .102
Depressive. .102
Dominant. .120
Expressive—Responsive. .125
Hostile. .128
Nervous. .102
Self-Disciplined. .107
Subjective. .102
Sympathetic. .128
Teaching Test on Syphilis and Gonorrhea. .41
Telling What I Do (Detroit Adjustment Inventory). .102
Tennessee Self Concept Scale

Behavior. .134
Column Total V. .134
Distribution. .134
Family Self. .134
Identity. .134
Moral—Ethical Self. .134
Personal Self. .134
Physical Self. .134
Row Total V. .134
Self Criticism. .134
Self Satisfaction. .134
Social Self. .134
Total P. .134
Total Variability. .134

Test

Adjectives and Adverbs. .21
Correct Usage. .25
Nouns. .21
Prepositions, Conjunctions, and Interjections. .21
Pronouns. .21
Variety in Sentence Arrangement. .26
Verbs. .31
Test for Ability to Sell
Following Store Directions. .192
Judgment in Selling Situations. .174
Learning Selling Points in Merchandise. .58
Memory for Names and Faces. .57
Observation of Behavior. .174
Selling Problems. .79
Total. .174
Test of Active Vocabulary. .53
Test of Clerical Perception

Checking Names and Addresses. .192
Checking Numbers. .192
Test of Creative Potential
License Plate Words. .69
Picture Decoration. .69
Picture Decoration. .69
Total. .69
Writing Words. .69

Test of Economic Understanding. .167
Test of English Usage

Accurate Use of Words. .25
Building Sentences and Paragraphs. .26
Mechanics of Writing. .25
Total. .25

Test of "g": Culture Fair
Scale 2. .66
Scale 3. .66

Test of General Ability, Level 5
Non-Verbal. .66
Numerical. .78
Total. .78

Verbal. .13

Test of Mechanical Comprehension—Form AA. .165
Test of Mechanical Comprehension—Form WI. .165
Test of Perceptual Organization. .193
Test of Practical Judgment
Empathetic. .203
Factual. .70
Total. .70

Test of Reading, Inter-American Series, Level 5
Level of Comprehension. .13
Speed of Comprehension. .53
Total. .53

Vocabulary. .53
Test of Retail Sales Insight
Customer Motivation and Need. .174
General Sales Knowledge. .174
Merchandise Procurement and Adaptation. .174
Sales Closure. .175
Sales Promotion Procedures. .175
Total—Sales Insight. .175

Test of Social Insight, Young Edition
Aggressiveness. .120
Competitiveness. .120
Cooperativeness. .147
Passivity. .113
Total. .120

Withdrawal . . . 125
Tests of Academic Progress, Form S

Composite . . . 13

Composition . . . 25

Literature . . . 31

Mathematics . . . 81

Reading . . . 13

Science . . . 161

Social Studies . . . 168

Tests of Achievement in Basic Skills, Mathematics—Level D

Arithmetic Application . . . 78

Arithmetic Skills . . . 78

Total . . . 74

Tests of General Ability: Grades 9 to 12

Information . . . 53

Reasoning . . . 66

Total . . . 66

Tests of the Physical Science Study Committee—Advanced Topics

Angular Momentum . . . 165

Atoms, Molecules, and Nuclei; Change in Atoms and

Nuclei . . . 166

Irreversible Processes; Entropy . . . 165

Relativistic Kinematics; Speed, Energy, and Mass . . . 165

Tests of the Physical Science Study Committee—Final

Examination . . . 164

Tests of the Physical Science Study Committee—Series N

Behavior of Light . . . 166

Comprehensive Test on Parts 1 and 2 . . . 166

Comprehensive Test on Parts 3 and 4 . . . 165

Electricity and Magnetism . . . 166

Energy . . . 165

Force and Momentum . . . 165

Light and Wave Motion . . . 166

Mass and Matter . . . 165

Space, Time, and Motion . . . 165

The Atom . . . 166

The House of the Seven Gables . . . see House of the Seven Gables

The Merchant of Venice . . . 30

The Scarlet Letter . . . 30

Thinking Creatively with Sounds and Words

Onomatopoeia and Images . . . 67

Sounds and Images . . . 67

Thompson Smoking and Tobacco Knowledge Test . . . 39

Tilson-Gretsch Musical Aptitude Test

Intensity . . . 260

Pitch . . . 260

Time . . . 260

Tonal Memory . . . 260
Total . . . 260

Thurstone Interest Schedule

Artistic . . . 252

Biological Science . . . 241

Business . . . 227

Computation . . . 257

Executive . . . 227

Humanitarian . . . 227

Linguistic . . . 241

Musical . . . 252

Persuasive . . . 227

Physical Science . . . 241

Thurstone Temperament Schedule

Active . . . 113

Dominant . . . 120

Impulsive . . . 113

Reflective . . . 113

Sociable . . . 125

Stable . . . 107

Vigorous . . . 158

Thurstone Test of Mental Alertness

Linguistic . . . 53

Quantitative . . . 66

Total . . . 53

Torrance Tests of Creative Thinking: Thinking Creatively with

Pictures

Figural Elaboration . . . 69

Figural Flexibility . . . 68

Figural Fluency . . . 69

Figural Originality . . . 67

Title Originality . . . 67

Torrance Tests of Creative Thinking: Thinking Creatively with

Words

Verbal Elaboration . . . 69

Verbal Flexibility . . . 68

Verbal Fluency . . . 69

Verbal Originality . . . 67

Trainer-Tester Block Diagram for a Basic Radar System . . . 183

Trainer-Tester Device for a Basic Positioning Servo System . . . 183

Trainer-Tester Device for Electronic Circuits . . . 183

Trainer-Tester Device for the Superhetrodyne Receiver . . . 183

Trainer-Tester for a Black and White Television Receiver . . . 183

Trainer-Tester for the Push-Pull Amplifier . . . 183

Trainer-Tester for the Three-Stage Transmitter . . . 183

Trainer-Tester Simulator for Six Cylinder Valve-in-Head

Engine. .183
 Traxler High School Reading Test
 Main Ideas in Paragraphs. .13
 Reading Rate. .13
 Story Comprehension. .14
 Total Comprehension. .14
 Total Score. .14
 Traxler High School Spelling Test, Form 3. .18
 Treasure Island. .30
 Tucker-Sanders Algebra Test
 Test I. .82
 Test II. .82
 Tucker-Sanders Plane Geometry Test
 Test I. .85
 Test II. .85
 Turse Clerical Aptitudes Test
 Alphabetizing. .192
 Checking Speed. .192
 Classifying—Sorting. .192
 Clerical Accuracy. .192
 Clerical Speed Score. .192
 General Clerical Aptitude. .192
 Learning Ability Score. .78
 Number Skills. .78
 Verbal Skills. .18
 Written Directions. .193
 Turse Shorthand Aptitude Test
 Dictation. .58
 Phonetic Association. .18
 Spelling. .18
 Stroking. .263
 Symbol Transcription. .57
 Total. .18
 Word Discrimination. .53
 Word Sense. .53
 Tweezer Dexterity Test. .265
 Typing Review. .181
 Typing Skill—Form A. .181
 Typing Skill—Form B. .181
 Typing Skill—Form K. .181
 Typing Skill—Form 2. .181
 Typing Test for Business
 Letters. .181
 Numbers. .181
 Revised Manuscript. .181
 Straight Copy
 Accuracy. .181

Speed. .181
 Tables. .181
 Understand Communication. .53
 Utility Test
 DMC (Divergent Production of Semantic Classes). .68
 DMU (Divergent Production of Semantic Units). .69

VAL-ED: A Piro Scale

Administrator—Community
 Affection. .142
 Control. .142
 Inclusion. .142
 Administrator—Teacher
 Affection. .142
 Control. .142
 Inclusion. .142
 Importance. .142
 Mind. .142
 School—Child
 Control. .142
 Teacher—Child
 Affection. .142
 Control. .142
 Teacher—Community
 Affection. .43
 Control. .143
 Inclusion. .143
 Verneal Disease Knowledge Inventory. .41
 Verbal Power Test of Concept Equivalence. .53
 Verbal Reasoning. .59
 Vineland Social Maturity Scale. .143
 Vision, Hearing, and Motor Coordination: Advanced Pre-Tests
 Auditory Acuity. .260
 Motor Coordination. .263
 Visual Acuity. .261
 Vocabulary Test for High School Students and College
 Freshmen. .53
 Vocational Apperception Test, Advanced Form. .206
 Vocational Interest Profile (VIP)
 Artistic. .252
 Clerical. .257
 Literary. .252
 Mechanical. .212
 Musical. .252
 Numerical. .241
 Persuasive. .227
 Scientific. .241

Service.. .228
 Vocational Planning Inventory: Post High School Prediction Program
 See.. Flanagan Aptitude Classification Test
 Flanagan Industrial Tests
 SRA Arithmetic Index
 SRA Pictorial Reasoning Test
 SRA Verbal Form
 Survey of Interpersonal Values
 Survey of Personal Values
 Vocational Preference Inventory
 Acquiescence.. .120
 Artistic.. .113
 Conventional.. .107
 Enterprising.. .120
 Infrequency.. .113
 Intellectual.. .113
 Masculinity.. .120
 Realistic.. .107
 Self-Control.. .102
 Social.. .125
 Status.. .113
 Volleyball
 Passing.. .156
 Serving.. .156
 Set-Up.. .156
 Volleying.. .156
 Votaw Algebra Test.. .81
 Wahler Self-Description Inventory
 Favorable Scale.. .134
 Unfavorable.. .134
 WAIS.. see Wechsler Adult Intelligence Scale
 Walton-Sanders English Test.. .21
 Watkins-Farnum Performance Scale
 B-Flat Cornet, Baritone (Treble-Clef).. .95
 Flute.. .93
 French Horn.. .93
 Saxophone, Oboe.. .93
 Snare Drum.. .93
 Soprano Clarinet, Alto Clarinet, and Bass Clarinet.. .93
 Trombone, Baritone (Bass Clef), Bassoon.. .93
 Tuba.. .93
 Watson-Glaser Critical Thinking Appraisal.. .70
 Wechsler Adult Intelligence Scale
 Arithmetic.. .78
 Block Design.. .196

Comprehension.. .71
 Digit Span.. .57
 Digit Symbol.. .264
 Full Scale.. .44
 Information.. .53
 Object Assembly.. .196
 Performance Score.. .196
 Picture Arrangement.. .66
 Picture Completion.. .70
 Similarities.. .55
 Verbal Score.. .54
 Vocabulary.. .54
 Welsh Figure Preference Test, Research Edition
 Conformance.. .2
 Don't Like Score.. .2
 Figure-Ground Reversal.. .2
 Male-Female Scale.. .2
 Movement.. .2
 Neuropsychiatric Scale.. .2
 Repeat Score.. .2
 Revised Art Scale.. .2
 Sex Symbol, Combined.. .2
 Sex Symbol, Female.. .2
 Sex Symbol, Male.. .2
 Sex Symbol, Mixed.. .2
 Sex Symbol, Neutral.. .3
 Sex Symbol, Supervision Test
 White Collar Supervision Test
 Change.. .200
 Coaching.. .200
 Communication.. .200
 Control.. .200
 Discipline.. .200
 Human Relations.. .201
 Instruction.. .201
 Methods.. .200
 Wide Range Achievement Test—Level II
 Arithmetic.. .78
 Reading.. .19
 Spelling.. .18
 Wide Range Interest-Opinion Test
 Activity by Sex.. .245
 Agreement.. .228
 Ambition.. .228
 Art.. .252
 Athletics.. .245
 Biological Science.. .241
 Chosen Skill Level.. .228

Drama . . . 252
 Interest Spread . . . 206
 Literature . . . 228
 Machine Operation . . . 212
 Management . . . 228
 Mechanics . . . 212
 Music . . . 252
 Number . . . 241
 Office Work . . . 257
 Outdoor . . . 245
 Personal Service . . . 228
 Physical Science . . . 213
 Protective Service . . . 228
 Risk . . . 245
 Sales . . . 228
 Sedentaryness . . . 257
 Social Science . . . 228
 Social Service . . . 228
 Wide Range Vocabulary Test . . . 54
 William, Lynde, and Williams Personal Classification Test . . . 66
 Williams' Awareness Sentence Completion . . . 148
 Wilson Driver Selection Test
 Depth Visualization . . . 261
 Eye-Hand Coordination . . . 264
 Recognition of Complex Detail . . . 192
 Recognition of Simple Detail . . . 261
 Steadiness . . . 264
 Total . . . 261
 Visual Attention . . . 261
 WLLW Analysis of Interest
 Accounting . . . 257
 Engineering . . . 213
 Management . . . 228
 Mechanical . . . 213
 Sales . . . 228
 Service . . . 228
 Teaching . . . 228
 Writing . . . 252
 WLLW Analysis of Personal Values
 Aesthetic . . . 252
 Personal Power . . . 229
 Practical . . . 241
 Religious . . . 241
 Social . . . 229
 Theoretical . . . 241
 WLLW Employment Inventory—Short Form
 Emotional Stability . . . 102

Friendliness . . . 125
 General Knowledge . . . 54
 Humility . . . 135
 WLLW Mental Alertness Inventory
 Non-Verbal . . . 66
 Total . . . 67
 Verbal . . . 67
 WLLW Personal Attitude Inventory—Fifth Edition
 Aggressiveness . . . 113
 Emotional Stability . . . 102
 Friendliness . . . 125
 Humility and Insight . . . 135
 Reliability . . . 107
 Supervisory Style . . . 128
 WLLW Personal Survey
 Information
 Arithmetic . . . 78
 Conceptual . . . 66
 General Information . . . 54
 Total . . . 54
 Word Knowledge . . . 54
 Interests
 Economic-Practical . . . 241
 Managerial . . . 228
 Persuasive . . . 228
 Planning-Writing . . . 257
 Scientific-Theoretical . . . 241
 Social . . . 228
 Motives
 Achievement . . . 139
 Consideration . . . 128
 Ego . . . 135
 Independence . . . 120
 Personal
 Aggressiveness . . . 113
 Emotional Stability . . . 103
 Energy . . . 113
 Friendliness . . . 126
 Summary Score
 Consideration . . . 129
 Initiative . . . 113
 Judgment . . . 54
 Wonderlic Personnel Test . . . 44
 Word Clue Test . . . 54
 Word Fluency (Sheridan Psychological Services, Inc.) . . . 69
 Word Fluency (Industrial Relations Center) . . . 54
 Word Understanding . . . 54

Work Environment Preference Schedule	. 203
Work Interest Index (Non-Verbal)	. 206
Work Values Inventory	
Achievement	. 139
Altruism	. 229
Associates	. 203
Creativity	. 252
Economic Returns	. 202
Esthetics	. 252
Independence	. 201
Intellectual Stimulation	. 242
Management	. 229
Prestige	. 202
Security	. 201
Supervisory Relations	. 204
Surroundings	. 204
Variety	. 202
Way of Life	. 201
World History Test	. 169
World Literature Anthology Test	
Classical Literature	. 30
European Literature	. 30
Final Test	. 30
Oriental Literature	. 30
Russian Literature	. 31
WRAT . . . see Wide Range Achievement Test	
Writing Skills Test	. 54
Youth Research Survey	

Academic Problems	. 143
Adult Caring	. 151
Biblical Concepts	. 151
Classroom Relationships	. 143
Family Pressures	. 147
Family Social Concerns	. 129
Family Unity	. 126
God Awareness	. 150
God Relationship	. 151
Human Relations	. 129
Interest in Help	. 151
Lack of Self-Confidence	. 102
Life Partner	. 135
Maturity of Values	. 150
Meaningful Life	. 135
Moral Responsibility	. 151
National Issues	. 107
Orientation for Change	. 113
Parental Understanding	. 147
Personal Faults	. 135
Religious Participation	. 151
Self Regard	. 135
Social Action	. 129
Youth Group Vitality	. 151

Zip Scale for Determining Reading Level	
Comprehension	. 54
Word Recognition	. 54